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**HEADTEACHERS' STRATEGIC MANAGEMENT AND TEACHERS' PERFORMANCE IN PRIMARY
SCHOOLS: A CASE OF KITAGWENDA DISTRICT, UGANDA**

BY

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION IN PARTIAL
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Declaration

I, Muhebwa K. Paschal, declare that this research report titled “Headteacher’s Strategic Management on Teachers’ Performance in Primary Schools, Kitagwenda District” is my original work and has not been submitted to any other university or institution of higher learning for any academic award. Where the work of other scholars has been used, due acknowledgment has been made.

Signed: _____

Date: _____

Approval

This is to certify that this research report titled “Headteacher’s Strategic Management on Teachers’ Performance in Primary Schools, Kitagwenda District” has been prepared and submitted with my approval as the student’s supervisor in partial fulfillment of the requirements for the award of the degree of Master of Education in Planning and Management of Metropolitan International University.

Dr. Rashid Kiwanuka

Signature: _____

Date: _____

Dedication

This work is dedicated to my family members especially my wife Ms. Winnie, my daughters Patience, Patricia, Pauline and my son Peter, their encouragement, prayers, and unwavering support have been a great source of strength throughout my academic journey.

Acknowledgement

First and foremost, I thank the almighty God for the gift of life I have and the wisdom which has enabled to reach this level education.

Special gratitude goes to my beloved family member for the encouragement they have showed me during the course of study. I am indebted to extend my unwavering appreciation to Dr. Rashid for his technical guidance and support towards the completion of this research.

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Abstract

This study examined the influence of headteachers' strategic management practices on teacher performance in selected primary schools in Kitagwenda District, Uganda. The purpose of the study was to establish the strategic management practices employed by headteachers, assess their effect on teacher performance, and identify the most effective practices for improving teaching outcomes. A descriptive cross-sectional survey design was adopted, employing a mixed-methods approach. The study targeted 05 headteachers and 150 teachers, from whom data were collected using questionnaires and semi-structured interview guides. A total of 113 respondents participated in the study, representing a response rate of 72.9%. Data were analyzed using descriptive statistics, factor analysis, and thematic analysis. The findings revealed that headteachers commonly applied strategic management practices such as setting clear school goals (Mean=3.74), conducting regular staff meetings (Mean=3.86), and providing curriculum guidance (Mean=3.73). However, teacher involvement in decision-making (Mean=3.04) and community stakeholder inclusion in strategic planning (Mean=2.85) were relatively limited. The study established a strong positive relationship between strategic management practices and teacher performance ($r=0.682$, $p<0.001$), with professional development workshops (Mean=4.04) and timely feedback (Mean=3.76) showing the highest perceived impact. Motivational strategies (Mean=4.09), participatory decision-making (Mean=3.94), continuous professional development (Mean=4.28), transparent communication (Mean=4.06), and effective supervision (Mean=3.84) emerged as the most effective strategic management practices for improving teacher performance. The study concluded that effective strategic management by headteachers significantly enhanced teacher commitment, discipline, and instructional effectiveness. It was recommended that the Ministry of Education and Sports strengthen leadership training and funding support, while headteachers adopt participatory, transformational, and context-sensitive leadership approaches to improve teacher performance and overall school effectiveness.

Table of Contents

Declaration	88
Approval	89
Dedication.....	90
Acknowledgement	91
Abstract.....	92
List of Tables	96
List of figures	97
CHAPTER ONE.....	98
INTRODUCTION	98
1.0 Introduction	98
1.1 Background of the study	98
1.1.1 Historical Perspective	98
1.1.2 Theoretical Perspective.....	99
1.1.3 Conceptual Perspective.....	100
1.1.4 Contextual Perspective	101
1.2 Statement of the Problem.....	102
1.3 Main Objective	103
1.3.1 Specific Objectives	103
1.3.2 Research Questions.....	103
1.4 Scope of the Study	104
1.4.1 Geographical Scope	104
1.4.2 Time Scope:.....	104
1.4.3 Content Scope:.....	104
1.5 Significance of the Study.....	104
1.6 Conceptual Framework.....	105
CHAPTER TWO:.....	108
LITERATURE REVIEW	108
2.0 Introduction	108
2.1 Theoretical Framework.....	108
2.2 Review of Related Literature	111
2.2.1 Strategic Management Approaches Used by Headteachers.....	111

2.2.2 Impact of Strategic Management Practices on Teachers’ Performance	111
2.2.3 Best Strategic Management Practices for Enhancing Teacher Performance	112
2.3 Research Gaps	112
2.4 Synthesis of Literature Review	113
CHAPTER THREE: METHODOLOGY	115
3.0 Introduction	115
3.1 Research Design	115
3.2 Study Population.....	116
3.3 Sample Size	116
3.4 Sampling Techniques.....	117
3.5 Data Collection Methods	117
3.6 Data Collection Instruments	118
3.7 Validity and Reliability.....	118
3.8 Data Collection Procedure.....	118
3.9 Data Management and Analysis	119
3.9.1 Data Management.....	119
3.9.2 Data Analysis.....	119
3.10 Ethical Considerations	120
3.11 Anticipated Study Limitations	120
CHAPTER FOUR	122
PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS	122
4.0 Introduction	122
4.1 Response Rate.....	122
4.2 Demographic Characteristics of Respondents	123
4.3 The strategic management practices used by headteachers in primary schools in Kitagwenda district.....	125
4.4 The effect of headteachers' strategic management practices on teacher performance	132
4.5 Effective strategic management practices for improving teacher performance in primary schools	140
CHAPTER FIVE	148
SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS	148
5.0 Introduction	148
5.1 Summary of Findings	148
5.1.1 Strategic Management Practices Used by Headteachers	148
5.1.2 Effect of Strategic Management Practices on Teacher Performance	148
5.1.3 Effective Strategic Management Practices for Improving Teacher Performance	149

5.2 Discussion of Findings	149
5.2.1 Strategic Management Practices Used by Headteachers	149
5.2.2 Effect of Strategic Management Practices on Teacher Performance	151
5.2.3 Effective Strategic Management Practices for Improving Teacher Performance	152
5.3 Conclusions	154
5.3.1 Nature and Structure of Strategic Management Practices.....	154
5.3.2 Mechanisms of Leadership Influence on Teacher Performance	155
5.3.3 Most Effective Practices for Improving Teacher Performance.....	155
5.3.4 The Integrated Model of Effective Strategic Management	155
5.3.5 Contextual Influences on Strategic Management Effectiveness	156
5.4 Recommendations	156
5.4.1 Recommendations for Policy Makers.....	156
5.4.2 School Management Committees and Boards of Governors	157
5.4.3 Recommendations for Headteachers	158
5.5 Contributions to the study.....	158
5.6 Areas for further studies	160
References	161
Appendices	170
Appendix 1: Questionnaire	170
Appendix 2: Interview Guide	173
Appendix 3: Consent Form.....	175

List of Tables

Table 1: Study Population	116
Table 2: Sample Size Distribution	116
Table 3: Response Rate	122
Table 4: Demographic Characteristics of Respondents (N = 113)	123
Table 5: Descriptive Statistics on strategic management practices used by headteachers in primary schools in Kitagwenda district.....	125
Table 6: Factor Analysis Table for Strategic Management Practices	129
Table 7: Descriptive Statistics on headteachers' strategic management practices	132
Table 8: Factor Analysis Table for Teacher Performance Impact	136
Table 9: Correlation Analysis Between Strategic Management Practices and Teacher Performance Impacts.....	139
Table 10: Descriptive Statistics on Effective strategic management practices for improving teacher performance in primary schools	140
Table 11: Rotated Factor Loadings Matrix	144
Table 12: Factor Statistics and Reliability	146



List of figures

Figure 1: Conceptual Framework105



CHAPTER ONE

INTRODUCTION

1.0 Introduction

Education systems worldwide increasingly recognize school leadership as a critical determinant of institutional effectiveness and learner achievement. Among school leaders, headteachers play a central role in guiding teaching and learning processes through strategic planning, instructional supervision, resource management, and performance monitoring. Strategic management in schools refers to the systematic process through which headteachers set goals, formulate plans, implement strategies, and evaluate outcomes to enhance educational performance and sustainability. Over time, educational leadership has evolved from routine administrative control to strategic, participatory, and results-oriented management aimed at improving school effectiveness.

1.1 Background of the study

1.1.1 Historical Perspective

Globally, the evolution of headteachers' strategic management practices has transformed educational leadership from administrative supervision to evidence-based and goal-oriented management (Moses & Nancy, 2024). Educational leadership scholars argue that strategic management integrates planning, supervision, and performance monitoring to align institutional goals with teaching and learning processes (Leithwood, Harris, & Hopkins, 2020; Bush & Coleman, 2012; Hallinger, 2011; Mintzberg, 1994; Drucker, 1999). This paradigm shift began in the late 20th century, emphasizing accountability, innovation, and collaborative decision-making in school leadership (Darling-Hammond, 2010; OECD, 2019; Kaplan & Norton, 2004; Fullan, 2014; Harris, 2008). Countries such as Finland, the United Kingdom, and the United States institutionalized strategic leadership frameworks that prioritize teacher development, curriculum supervision, and learner achievement (Bush & Glover, 2016; Hallinger, 2011; Leithwood et al., 2020; OECD, 2019; UNESCO, 2015). This global transformation reinforced the recognition that effective school leadership is central to educational excellence and institutional sustainability (Sarah & Audrey, 2024).

Across Africa, the concept of strategic management in education emerged as governments sought to address inefficiencies and declining educational quality (A. G. Kazaara & Nancy, 2025). The early 2000s marked a significant period when nations like Kenya, Tanzania, and Nigeria adopted strategic plans to guide resource allocation and performance appraisal in schools (Ngware, Oketch, & Ezeh, 2011; Bush & Glover, 2016; Oduro, 2004; UNESCO, 2020; World Bank, 2018). Despite these efforts, leadership training gaps, financial constraints, and weak policy implementation hindered effective adoption (Benson, 2011; Bush & Coleman, 2012; Okumbe, 1998; UNESCO, 2015; Mbugua, 2019). Many African headteachers still struggle to translate strategic management principles into practice due to limited institutional support and inadequate monitoring mechanisms (UNESCO, 2020; Ngware et al., 2011;

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Oduro, 2004; Bush & Glover, 2016; World Bank, 2018). Consequently, while strategic management is recognized as essential for quality improvement, its practical integration in African education systems remains inconsistent and underdeveloped (A. G. Kazaara & Nancy, 2025).

In Uganda, strategic management in education gained prominence following the introduction of decentralization and the Education Sector Strategic Plan (ESSP) of the 1990s (MoES, 2020; UBOS, 2024; UNESCO, 2015; World Bank, 2018; Bush & Coleman, 2012). The Universal Primary Education (UPE) program launched in 1997 further emphasized school-based leadership, accountability, and participatory governance (MoES, 2023; Jovanice, 2023; Bush & Glover, 2016; Hallinger, 2011; Leithwood et al., 2020). However, research reveals that many headteachers still lack adequate managerial skills, strategic planning capacity, and resources necessary for effective supervision and teacher motivation (Benson, 2011; UNESCO, 2020; UBOS, 2024; Ngware et al., 2011; MoES, 2023). Studies further indicate that most rural schools face leadership challenges characterized by weak instructional supervision, irregular appraisal, and low teacher morale (Darling-Hammond, 2010; Bush & Coleman, 2012; Jovanice, 2023; Hallinger, 2011; UBOS, 2024). These gaps have constrained the achievement of education quality and retention goals, especially in under-resourced communities (Faith et al., 2023).

Contextually, in Kitagwenda District, headteachers' strategic management remains a persistent concern due to limited institutional capacity, inadequate professional development, and weak leadership accountability structures (MoES, 2023; UBOS, 2024; Bush & Glover, 2016; Jovanice, 2023; UNESCO, 2020). Local education assessments indicate that most schools operate without functional strategic plans or consistent teacher performance appraisals, resulting in poor supervision and limited teacher commitment (Ngware et al., 2011; Benson, 2011; Bush & Coleman, 2012; MoES, 2024; UBOS, 2024). Consequently, the district continues to experience high teacher absenteeism, low learner outcomes, and minimal school improvement efforts (Jovanice, 2023; Bush & Glover, 2016; UNESCO, 2020; Hallinger, 2011; Leithwood et al., 2020). This historical and contextual gap underscores the need for empirical inquiry into how headteachers' strategic management influences teacher performance, thereby shaping educational effectiveness in Kitagwenda and similar rural settings (Darling-Hammond, 2010; MoES, 2023; UBOS, 2024; Bush & Coleman, 2012; World Bank, 2018).

1.1.2 Theoretical Perspective

This study is anchored in theoretical frameworks that provide a comprehensive understanding of the relationship between strategic leadership and teacher performance. The Strategic Management Theory posits that the success of an organization largely depends on the systematic formulation, implementation, and continuous evaluation of strategies that guide decision-making and performance improvement (David & David, 2017; Kaplan & Norton, 2004; Johnson, Scholes, & Whittington, 2008). In the context of primary education, this theory implies that headteachers who employ structured strategic management practices such as goal setting, resource planning, and monitoring of

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school activities can ensure alignment between institutional objectives and available resources. Such alignment promotes enhanced teacher productivity, professional commitment, and improved student outcomes (Bush & Coleman, 2012; Okumbe, 1998; Leithwood, Harris, & Hopkins, 2020). Consequently, strategic management provides a framework for headteachers to coordinate school functions effectively, optimize resource utilization, and foster accountability among teaching staff (Kaplan & Norton, 2004).

In addition, the Transformational Leadership Theory, developed by Bass and Avolio (1994), emphasizes the ability of leaders to influence subordinates by inspiring a shared vision, stimulating intellectual engagement, and providing individualized support. In school settings, transformational leadership enables headteachers to positively affect teacher morale, job satisfaction, and instructional performance by creating an environment that values innovation, collaboration, and professional growth (Hallinger, 2011; Leithwood et al., 2020; Bush & Coleman, 2012). This theory underscores the critical role of visionary leadership in motivating teachers beyond extrinsic incentives, fostering intrinsic commitment, and sustaining high levels of performance in teaching and learning processes (Bass & Avolio, 1994).

Furthermore, the Instructional Leadership Model highlights the headteacher's central role in directly enhancing teaching and learning quality. Effective instructional leaders prioritize classroom supervision, provision of continuous feedback, and facilitation of professional development programs for teachers (Darling-Hammond, 2010; Hallinger, 2011; Leithwood et al., 2020). By focusing on pedagogical guidance and the improvement of instructional practices, this model asserts that teacher performance is closely tied to leadership that actively supports curriculum implementation, lesson planning, and learner assessment (Darling-Hammond, 2010; Hallinger, 2011). Such leadership ensures that teachers are well-equipped to deliver quality education and achieve desired learning outcomes.

Collectively, these theoretical frameworks provide a robust lens for examining how headteachers' strategic management practices influence teacher performance. The Strategic Management Theory offers a framework for organizational planning and resource alignment, Transformational Leadership Theory emphasizes motivation and vision, and the Instructional Leadership Model focuses on pedagogical guidance and professional development (Bush & Coleman, 2012; Kaplan & Norton, 2004; Bass & Avolio, 1994). Together, they inform this study's investigation into the strategic approaches employed by headteachers, their impact on teacher performance, and the identification of best practices that promote instructional excellence in primary schools.

1.1.3 Conceptual Perspective

Conceptually, this study examines four interrelated constructs: strategic management, headteacher leadership, teacher performance, and school effectiveness (Christopher, Komunda, et al., 2022). Strategic management is understood as a systematic and integrated process through which institutions define their goals, allocate and mobilize resources,

implement deliberate strategies, and evaluate performance outcomes to ensure organizational growth and effectiveness (David & David, 2017; Kaplan & Norton, 2004; Johnson, Scholes, & Whittington, 2008; Poister & Streb, 2005; Bryson, 2018). In primary schools, strategic management entails the articulation of clear educational visions, systematic planning for instructional improvement, and the creation of an enabling environment that fosters effective teaching and learning (Bush & Coleman, 2012; Okumbe, 1998; MoES, 2020; Hallinger, 2011; Leithwood et al., 2020).

Headteachers, as strategic leaders, are central to shaping school direction, supervising instructional practices, and motivating teachers toward optimal performance (Ntirandekura, Friday, et al., 2022). The leadership style, managerial competence, and decision-making capacity of headteachers directly influence teacher engagement, professional commitment, and classroom practices, which collectively determine overall school effectiveness (Leithwood, Harris, & Hopkins, 2020; Benson, 2011; Kiliwa, 2014; Bush, 2011; Day et al., 2016). Empirical evidence suggests that headteachers who adopt participatory, transformational, and supportive leadership approaches significantly enhance teacher morale, instructional quality, and learner outcomes (Bush & Coleman, 2012; UNESCO, 2015; Jovanice, 2023; Hallinger & Heck, 2010; Ngware et al., 2011).

Teacher performance is conceptualized as the demonstration of professional competence in lesson planning, classroom management, instructional delivery, and learner assessment (Darling-Hammond, 2010; Obilade, 1999; MoES, 2020; Ingersoll & Strong, 2011; Hanushek & Rivkin, 2010). Teachers who receive systematic support through structured supervision, performance appraisal, and professional development initiatives are more likely to exhibit improved instructional effectiveness, which translates into higher learner achievement and improved educational outcomes (Ngware, Oketch, & Ezeh, 2011; World Bank, 2018; Jovanice, 2023; Leithwood et al., 2020; Day et al., 2016).

1.1.4 Contextual Perspective

In Sub-Saharan Africa, the quality of school leadership is increasingly recognized as a critical factor influencing both teaching quality and student achievement (A. G. Kazaara & Nancy, 2025). Despite this recognition, education systems in the region continue to face significant challenges, including limited financial and material resources, weak administrative structures, and inadequate professional support for teachers (UNESCO, 2015; Ngware, Oketch, & Ezeh, 2011; World Bank, 2018). Empirical studies suggest that schools guided by headteachers who adopt structured strategic planning, regular supervision, and comprehensive teacher appraisal practices tend to achieve better educational outcomes compared to schools lacking defined management strategies (Bush & Coleman, 2012; Kaplan & Norton, 2004; Okumbe, 1998).

In Uganda, strategic management in education has been emphasized through national policy frameworks such as the Education Sector Strategic Plan (ESSP) and Vision 2040, which underscore the necessity of effective school leadership and result-oriented management to improve educational performance (Ministry of Education and Sports

[MoES], 2020; Benson, 2011; Kiliwa, 2014). However, challenges such as insufficient supervision, weak accountability mechanisms, and low teacher motivation remain prevalent, particularly in rural settings. The Ministry of Education and Sports (2020) and related studies indicate that limited headteacher capacity in strategic planning, ineffective teacher appraisal systems, and inadequate monitoring mechanisms contribute significantly to poor teacher performance in some primary schools (Benson, 2011; UNESCO, 2015; Kiliwa, 2014).

Specifically, in Kitagwenda District, a newly created district in Western Uganda, disparities in school performance, teacher absenteeism, and leadership deficiencies are notable (A. I. Kazaara & Desire, 2025). Recent research indicates that headteachers who engage in continuous professional development and employ structured strategic management practices tend to realize improved teacher performance and learner outcomes (Jovanice, 2023; Bush & Coleman, 2012; Leithwood, Harris, & Hopkins, 2020). Consequently, investigating the strategic management approaches utilized by headteachers in this district is crucial to identify leadership strategies tailored to the local context, with the potential to enhance teacher performance and overall educational quality (Julius & Audrey, 2025).

1.2 Statement of the Problem

In an ideal educational setting, headteachers are expected to apply effective strategic management practices that align institutional resources, motivate teachers, and strengthen instructional supervision (Micheal et al., 2023). Empirical evidence consistently demonstrates that strategic school leadership has a measurable influence on teacher performance and learner outcomes (Ramadhan et al., 2023). For instance, large-scale international studies estimate that leadership is second only to classroom instruction in its impact on student learning, accounting for approximately 20–25% of the variance in school-level student achievement (Leithwood, Harris, & Hopkins, 2020). Schools characterized by strong strategic leadership report higher levels of teacher motivation, improved instructional quality, and better organizational effectiveness compared to poorly led schools (Hallinger, 2011). Furthermore, evidence from OECD countries shows that schools that prioritize continuous professional development, participatory decision-making, and systematic performance appraisal experience significantly higher teacher retention rates and improved student achievement scores (OECD, 2019). Through deliberate strategic planning, accountability mechanisms, and a focus on instructional leadership, headteachers foster a culture of continuous improvement that enhances both teacher effectiveness and overall school performance (Bush, 2020; UNESCO, 2021)

However, the reality in many Ugandan primary schools, including those in Kitagwenda District, contrasts sharply with this ideal situation (A. I. Kazaara & Desire, 2025). Research indicates that most headteachers lack adequate training in strategic management, resulting in weak supervision, inconsistent teacher appraisal systems, and minimal professional support (Benson, 2011; Ministry of Education and Sports [MoES], 2020). National statistics further reveal alarming trends—teacher absenteeism in public primary schools stands at approximately 23.3%, with more than half of the

teachers not engaged in teaching during instructional hours (MoES, 2024). In Kitagwenda District, reports show widespread absenteeism, poor lesson preparation, and limited adherence to school improvement plans (Jovanice, 2023).

The consequences of such weak strategic leadership are profound and far-reaching. Ineffective management results in low teacher morale, poor classroom instruction, and declining learner achievement (Darling-Hammond, 2010; Ngware, Oketch, & Ezech, 2011). Uganda's education data show that while nearly 1.9 million pupils enroll in Primary One annually, less than 700,000 reach Primary Seven and sit for the Primary Leaving Examinations, reflecting high dropout and repetition rates (MoES, 2023). Similarly, literacy levels remain uneven—though 74% of Ugandans aged 10 years and above are literate, about 26% remain unable to read or write effectively (UBOS, 2024). These outcomes suggest that poor strategic management by headteachers undermines instructional quality and educational attainment (Margaret & Kazaara, 2024).

This situation raises a critical question regarding the extent to which headteachers' strategic management practices influence teacher performance in primary schools, particularly in Kitagwenda District (Margaret & Kazaara, 2024). Understanding this relationship is vital for developing effective leadership interventions that can enhance teacher productivity and learning outcomes. The present study is therefore driven by the curiosity to explore how headteachers' strategic management approaches such as supervision, planning, motivation, and performance appraisal affect teacher performance in Ugandan primary schools.

1.3 Main Objective

To examine the strategic management practices of headteachers in primary schools in Kitagwenda District and assess their influence on teacher performance.

1.3.1 Specific Objectives

1. To identify the strategic management practices used by headteachers in primary schools in Kitagwenda District.
2. To assess the effect of headteachers' strategic management practices on teacher performance.
3. To determine the most effective strategic management practices for improving teacher performance in primary schools.

1.3.2 Research Questions

1. What strategic management practices do headteachers use in primary schools in Kitagwenda District?
2. How do headteachers' strategic management practices affect teacher performance in primary schools?

3. Which strategic management practices most effectively improve teacher performance in primary schools?

1.4 Scope of the Study

1.4.1 Geographical Scope

This study was conducted in primary schools within Kitagwenda District, Western Uganda. The district was purposively selected due to its recent establishment and the observed disparities in school performance, teacher absenteeism, and leadership effectiveness, which provide a relevant context for examining strategic management practices in schools (Benson, 2011; Bush & Oduro, 2006; UNESCO, 2015).

1.4.2 Time Scope:

The study focuses on the past five academic years (2019–2024) to capture recent trends in strategic management and teacher performance. This timeframe allows the investigation to reflect contemporary educational policies, leadership practices, and their outcomes on teacher effectiveness (MoES, 2020; Leithwood, Harris, & Hopkins, 2020; Jovanice, 2023).

1.4.3 Content Scope:

The study examines the relationship between headteachers' strategic management practices and teacher performance in primary schools. Specifically, it focuses on strategic planning, instructional supervision, teacher motivation, and performance evaluation as key components of strategic management (Kaplan & Norton, 2004; Bush & Coleman, 2012; Hallinger, 2011). Teacher performance was assessed through indicators such as lesson planning, instructional delivery, learner assessment, classroom management, and professional commitment (Darling-Hammond, 2010; Ngware, Oketch, & Ezeh, 2011; MoES, 2020). The study is limited to primary schools in Kitagwenda District and does not cover secondary or tertiary education levels, nor does it examine broader national educational policy reforms beyond the operational practices of headteachers (Benson, 2011; World Bank, 2018).

1.5 Significance of the Study

The findings of this study are expected to offer significant contributions to multiple stakeholders in the education sector by providing evidence-based insights into the role of strategic management in enhancing teacher performance.

For Headteachers and School Administrators

The study informed headteachers and school administrators on effective strategic management practices that can improve instructional supervision, teacher motivation, and performance evaluation processes. Implementing such strategies is likely to enhance school leadership effectiveness and overall institutional performance (Bush & Coleman, 2012; Hallinger, 2011; Leithwood, Harris, & Hopkins, 2020).

For Teachers:

The research highlights how structured leadership practices and professional support influence teacher performance. Understanding the link between headteachers' strategic management and instructional effectiveness can empower teachers to improve lesson planning, classroom delivery, assessment, and professional commitment, thereby enhancing student learning outcomes (Darling-Hammond, 2010; Ngware, Oketch, & Ezeh, 2011; MoES, 2020).

For Education Policy Makers:

The study provides empirical evidence on the impact of strategic management on teacher performance, which can guide policymakers in designing capacity-building programs, resource allocation strategies, and leadership development initiatives aimed at improving primary education quality in Uganda (Benson, 2011; UNESCO, 2015; World Bank, 2018).

For Academic Researchers and Scholars:

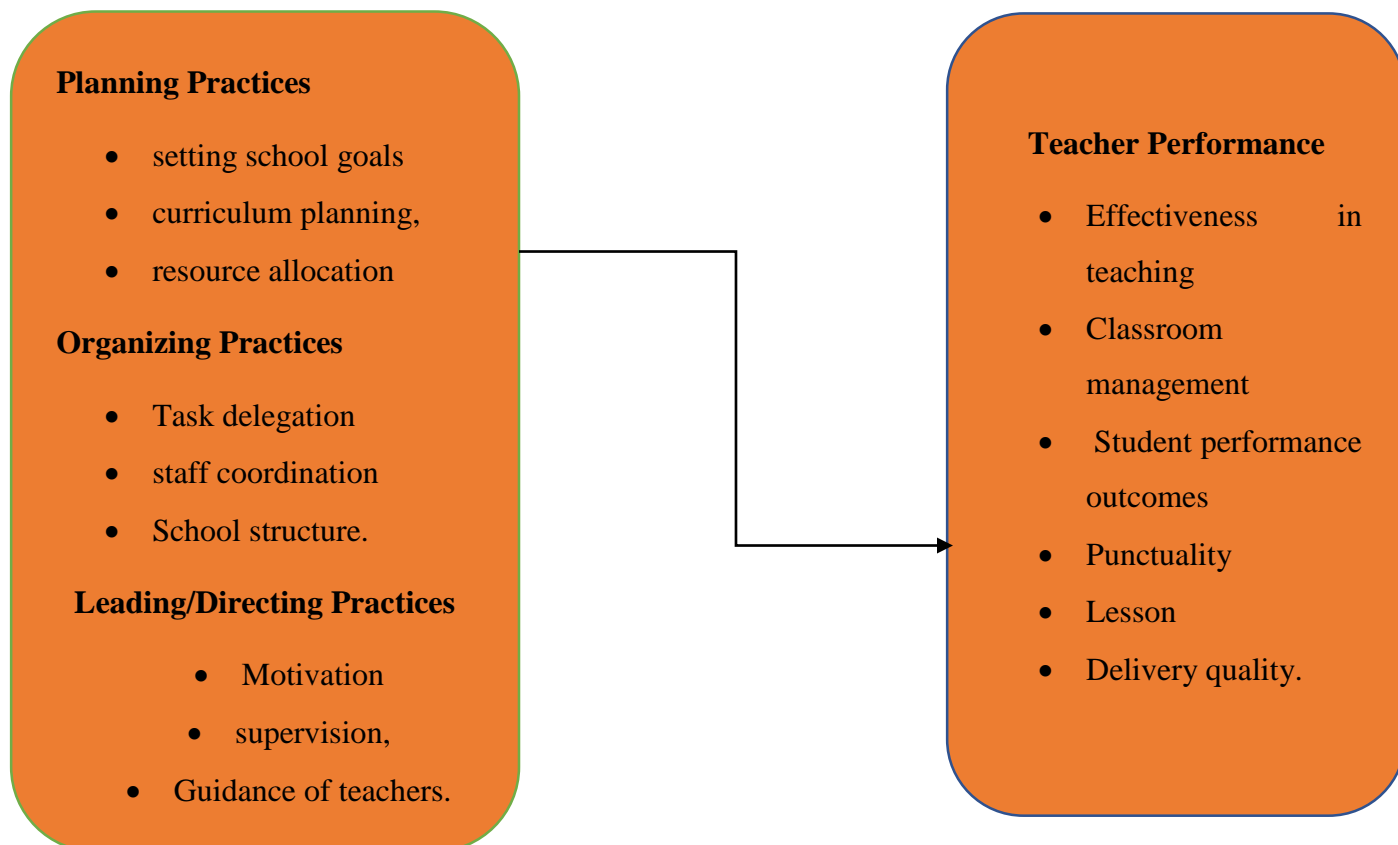
This research contributes to the theoretical and empirical knowledge on educational leadership and strategic management, particularly within the African context. The study offers a foundation for future investigations on how leadership practices affect teacher performance and learning outcomes in emerging districts such as Kitagwenda (Bush & Oduro, 2006; Jovanice, 2023; Hallinger & Heck, 2010).

For the Community and Learners:

Effective strategic management by headteachers has a direct influence on teacher effectiveness, which, in turn, improves student achievement and overall school quality. The identification of best practices in school leadership benefits not only teachers and administrators but also learners, parents, and the wider community (Leithwood et al., 2020; UNESCO, 2015; World Bank, 2018).

1.6 Conceptual Framework

Figure 1: Conceptual Framework



Source: Mugisha, J., & Nyanzi, M. (2020). Strategic management practices and their effect on school performance in Uganda and Modified by the research, 2025

The study examined the effect of strategic management practices on teacher performance in primary schools in Kitagwenda District. The conceptual framework was adapted from previous research on strategic management in education (Mugisha & Nyanzi, 2020; Mwangi & Waweru, 2019; Ngoma, 2018). In prior studies, strategic management practices were treated broadly; however, for this study, the researcher modified the framework to focus specifically on practices that could directly influence teacher performance. Strategic management practices, the independent variable, were categorized into planning practices, which included setting school goals, curriculum planning, and resource allocation; organizing practices, which involved task delegation, staff coordination, and school structure; and leading or directing practices, which encompassed motivation, supervision, and guidance of teachers.

Teacher performance, the dependent variable, was measured using indicators such as effectiveness in teaching, classroom management, student performance outcomes, punctuality, lesson delivery, and overall teaching quality. The framework was modified by the researcher in two key ways: first, by focusing on teacher performance as the main outcome rather than overall school performance, and second, by breaking down strategic management practices into

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these specific sub-components to allow a more detailed assessment of which practices had the greatest effect on teacher performance. This adaptation provided a clear linkage between headteachers' strategic practices and measurable teacher outcomes, making the framework more applicable to the context of primary schools in Kitagwenda District.

**CHAPTER TWO:
LITERATURE REVIEW**

2.0 Introduction

This chapter presents a comprehensive review of the literature related to headteachers' strategic management and its influence on teachers' performance in primary schools. The review is structured around the study objectives: to identify the strategic management approaches employed by headteachers, to examine their impact on teacher performance, and to establish best practices for enhancing teacher effectiveness. The review is grounded in the Transformational Leadership Theory, which provides the conceptual framework for linking leadership behaviors to teacher motivation and performance. The chapter also synthesizes empirical studies and identifies existing research gaps relevant to the Ugandan primary education context (Creswell,

2.1 Theoretical Framework

Transformational Leadership Theory

This study was anchored on the Transformational Leadership Theory, originally developed by James MacGregor Burns (1978) and later advanced by Bernard Bass (1985) and Bass and Avolio (1994). The theory posited that transformational leaders moved beyond transactional exchanges of rewards and compliance by motivating followers to transcend self-interest and pursue higher-order organizational and moral goals. Central to the theory were the four core dimensions of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—which explained how leaders influenced followers' attitudes, behaviors, and performance outcomes (Bass & Riggio, 2006; Northouse, 2022; Yukl & Gardner, 2020). In this study, Transformational Leadership Theory provided a conceptual lens that guided the research design, variable operationalization, data analysis, and interpretation of findings. Specifically, the independent variable (headteachers' leadership practices) was operationalized using the four dimensions of transformational leadership, while the dependent variable (teacher performance) was examined in terms of instructional effectiveness, commitment, motivation, and professional engagement. The theory informed the development of the research instruments by aligning questionnaire items and interview guides with transformational leadership constructs, thereby ensuring theoretical consistency and construct validity. Transformational leadership is operationalized through four interrelated dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence refers to a leader's ability to act as a role model, thereby cultivating trust and respect among subordinates. Inspirational motivation involves communicating a clear, compelling vision that instills enthusiasm and optimism toward achieving collective objectives. Intellectual stimulation encourages innovation and critical thinking by challenging conventional assumptions, while individualized consideration refers to mentoring and addressing the unique needs and aspirations of each follower (Bass & Avolio, 1994; Leithwood, Harris, & Hopkins, 2020).

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Collectively, these components contribute to the development of a positive organizational culture that enhances job satisfaction, engagement, and performance (Bush & Glover, 2014; Eyal & Roth, 2011).

Proponents of the Theory

The major proponents of Transformational Leadership Theory are James MacGregor Burns, Bernard Bass, and Bruce Avolio. Burns (1978) introduced the concept by distinguishing between transactional and transformational forms of leadership, emphasizing moral purpose and follower development. Bass (1985) expanded the concept by developing empirical measures of transformational behaviors, leading to the creation of the Multifactor Leadership Questionnaire (MLQ). Avolio further refined the theory by integrating the idea of transformational leadership into the Full Range Leadership Model, which links leadership behaviors to organizational outcomes such as performance, innovation, and satisfaction (Bass & Avolio, 1994; Bass & Riggio, 2006).

These scholars collectively established a theoretical framework that situates leadership as an interactive process of mutual influence, wherein leaders inspire and develop followers through shared values and purpose (Northouse, 2022; Yukl & Gardner, 2020).

Transformational Leadership Theory is underpinned by several assumptions that illuminate the dynamics of leader–follower relationships. It assumes that leadership is a moral and inspirational process, driven by values, vision, and ethical purpose rather than authority or control (Burns, 1978; Bass, 1985). It further assumes that transformational leadership behaviors are learnable and developable, suggesting that effective leaders can be trained and nurtured through reflection and professional growth (Avolio, 1999; Northouse, 2022). Another key assumption is that empowered followers perform better, since empowerment enhances intrinsic motivation, creativity, and job satisfaction (Yukl & Gardner, 2020; Bass & Riggio, 2006). Finally, the theory assumes that alignment between leader and follower values contributes to sustained performance and organizational harmony (Leithwood et al., 2020; Bush & Glover, 2014).

These assumptions highlight the theory’s view of leadership as a relational and developmental process that fosters moral growth and organizational transformation.

The theory is highly relevant to this study because it provides a conceptual foundation for examining how strategic management practices of headteachers influence teacher performance in primary schools. Transformational leadership aligns closely with strategic management principles such as vision formulation, participatory decision-making, and motivation, which are essential for achieving educational excellence (Leithwood et al., 2020; Nguni, Slegers, & Denessen, 2006). In the Ugandan context, where primary schools often operate under conditions of limited resources,

transformational headteachers play a critical role in motivating teachers through moral inspiration, professional recognition, and supportive supervision (Aydin, Sarier, & Uysal, 2013; Eyal & Roth, 2011).

Through inspirational motivation and individualized support, transformational leaders cultivate a positive organizational climate that enhances teacher morale, commitment, and instructional quality (Bush & Glover, 2014; Khasawneh, Omari, & Abu-Tineh, 2012). The theory thus provides a useful analytical lens for understanding how headteachers' strategic management practices anchored in leadership vision, mentorship, and innovation can improve teacher productivity and, consequently, student learning outcomes. It also supports the study's aim of linking leadership behavior to institutional effectiveness in Uganda's educational sector. The Transformational Leadership Theory possesses multiple strengths that justify its adoption as the theoretical foundation of this study. It offers comprehensive explanatory power by integrating ethical, emotional, and motivational aspects of leadership, thereby providing a holistic understanding of how leaders influence follower behavior (Bass & Riggio, 2006; Northouse, 2022). The theory has strong empirical validity, supported by extensive research linking transformational leadership to organizational performance, job satisfaction, and employee commitment in educational and public sector institutions (Leithwood et al., 2020; Bush & Glover, 2014).

It is also culturally adaptable, with studies in African educational contexts confirming its applicability in promoting teacher motivation and performance (Nguni et al., 2006; Aydin et al., 2013). Moreover, the theory emphasizes professional growth and development, aligning with the educational philosophy of continuous learning and capacity building (Eyal & Roth, 2011). Finally, it provides strategic alignment with modern management approaches, as it emphasizes innovation, long-term planning, and participatory leadership core principles of strategic management in school administration (Khasawneh et al., 2012; Bass & Avolio, 1994).

Summary

In summary, the Transformational Leadership Theory offers a robust and integrative framework for understanding how school headteachers can apply strategic management practices to enhance teacher motivation, satisfaction, and performance. The theory's emphasis on moral purpose, vision, and empowerment resonates with the educational leadership needs of Ugandan primary schools, where the cultivation of motivated and high-performing teachers remains a strategic priority. Anchoring the study in this theoretical model allows for a systematic exploration of how transformational leadership behaviors can translate into improved teacher performance and overall institutional effectiveness within the context of primary education.

2.2 Review of Related Literature

2.2.1 Strategic Management Approaches Used by Headteachers

Strategic management in educational settings entails the deliberate formulation, implementation, and evaluation of policies and decisions aimed at achieving school objectives and enhancing overall institutional effectiveness (Kaplan & Norton, 2004; Johnson, Scholes, & Whittington, 2017; Bush & Coleman, 2012). In primary schools, effective headteachers employ strategic approaches including vision formulation, operational planning, instructional supervision, resource mobilization, and staff development to optimize teaching and learning outcomes (Hallinger, 2011; Leithwood & Jantzi, 2005; Bass & Avolio, 1994). Transformational leaders, in particular, align teachers' efforts with the school's vision by fostering collaborative teamwork, promoting participatory decision-making, and cultivating a sense of shared responsibility among staff (Nguni, Slegers, & Denessen, 2006; Eyal & Roth, 2011; Aydin, Sarier, & Uysal, 2013).

Empirical evidence from African educational contexts suggests that schools employing strategic planning and participatory management mechanisms experience higher teacher commitment, professional engagement, and instructional quality (Ngware, Oketch, & Ezech, 2011; UNESCO, 2015; Dimmock & Walker, 2005). Transformational headteachers often encourage teachers' involvement in decision-making processes, which fosters ownership of school goals and improves accountability. In Uganda, headteachers routinely implement strategies such as lesson supervision, staff motivation, and equitable resource allocation. Nevertheless, reports by the Ministry of Education and Sports (2020) indicate that many rural headteachers face challenges in implementing effective performance appraisal and supervision systems due to limited managerial training, inadequate financial resources, and infrastructural constraints. These findings underscore the necessity of exploring how transformational leadership behaviors translate into practical strategic management approaches in rural contexts, particularly in districts like Kitagwenda (Benson, 2011; Kiliwa, 2014; Jovanice, 2023).

2.2.2 Impact of Strategic Management Practices on Teachers' Performance

Teacher performance is intrinsically linked to the quality of school leadership and the strategic direction provided by headteachers (Darling-Hammond, 2010; Hallinger, 2011; Bush, 2013). Effective transformational leadership fosters a supportive school environment that enhances teacher motivation, job satisfaction, and professional development, all of which directly influence classroom effectiveness (Leithwood, Harris, & Hopkins, 2020; Bass & Riggio, 2006; Nguni et al., 2006). Through clear communication of expectations, constructive feedback, and recognition of teacher contributions, transformational leaders cultivate a culture of high performance and professional commitment (Aydin et al., 2013; Eyal & Roth, 2011; Khasawneh, Omari, & Abu-Tineh, 2012).

Evidence from empirical studies further confirms the positive impact of strategic management practices on teacher outcomes (Ntirandekura, Ainebyoona, et al., 2022). Practices such as consistent instructional supervision, continuous

professional development, and participatory decision-making significantly improve teacher performance and learner achievement (Robinson, Lloyd, & Rowe, 2008; Marks & Printy, 2003; Hallinger, 2011). In the Ugandan context, Benson (2011) reported that leadership training programs for headteachers in Mubende District led to improved supervision and enhanced instructional delivery. Similarly, Kiliwa (2014) established that structured lesson observations and ongoing feedback mechanisms significantly improved teachers' pedagogical practices and student engagement. Despite these positive outcomes, challenges such as inadequate motivation, weak supervision, and ineffective feedback systems continue to hinder teacher productivity in rural schools (MoES, 2020; UWEZO, 2019; Jovanice, 2023). These persistent gaps suggest that transformational leadership, with its focus on intrinsic motivation, empowerment, and staff development, provides an effective framework for addressing teacher performance challenges in resource-constrained school environments (Leithwood et al., 2020; Bass & Avolio, 1994; Hallinger, 2011).

2.2.3 Best Strategic Management Practices for Enhancing Teacher Performance

Best practices in strategic management emphasize leadership behaviors that promote collaboration, motivation, and accountability among teachers (Hallinger, 2011; Bass & Avolio, 1994; Leithwood et al., 2020). Transformational headteachers are particularly effective in applying these practices, as they engage teachers in collaborative goal-setting, provide continuous guidance, and offer recognition for professional achievements. These actions foster high morale, strengthen commitment to instructional responsibilities, and enhance overall teaching quality (Nguni et al., 2006; Eyal & Roth, 2011; Aydin et al., 2013). Globally, high-performing schools implement structured teacher appraisal systems, mentorship programs, and accountability frameworks to ensure sustained teacher performance and improved learner outcomes (UNESCO, 2015; Bush & Coleman, 2012; Alghamdi, 2018).

In Uganda, evidence suggests that schools where headteachers invest in professional development, supervision, and teacher recognition achieve better instructional outcomes (Jovanice, 2023; MoES, 2020; Benson, 2011). For example, Jovanice (2023) found that in Kitagwenda District, schools led by transformational headteachers experienced improved teacher attendance, lesson preparation, and pupil engagement. However, the consistent application of these practices remains constrained by systemic challenges, including inadequate funding, limited training opportunities, and infrastructural deficiencies (Christopher, Moses, et al., 2022). Strengthening transformational leadership capacities among headteachers, through both professional development and institutional support, is therefore essential for achieving sustained improvements in teacher performance and school effectiveness in rural Ugandan contexts (Bush, 2013; Hallinger, 2011; Leithwood et al., 2020).

2.3 Research Gaps

Although transformational leadership has been widely studied in educational contexts globally (Leithwood, Harris, & Hopkins, 2020; Hallinger, 2011; Bush, 2013), there is limited research on how headteachers in rural Ugandan schools apply these principles within strategic management frameworks. Most African studies have focused on general

leadership challenges such as inadequate supervision, low teacher motivation, and limited resources (Ngware, Oketch, & Ezeh, 2011; UNESCO, 2015; Dimmock & Walker, 2005), without exploring context-specific strategies that can enhance teacher performance in under-resourced settings.

In Uganda, studies by Benson (2011), Kiliwa (2014), and the Ministry of Education and Sports (2020) have highlighted weaknesses in school leadership, including poor instructional supervision, ineffective performance appraisal, and low teacher morale. However, these studies do not sufficiently examine how transformational leadership-based strategic management can address these challenges, particularly in newly created districts such as Kitagwenda. Schools in this region face unique constraints, including high teacher absenteeism, limited teaching and learning resources, few professional development opportunities, and weak accountability systems (UWEZO, 2021; Jovanice, 2023; MoES, 2020).

This indicates a need for research that investigates how headteachers in Kitagwenda employ transformational leadership strategies to improve teacher performance. Examining these strategic management practices in a rural context provides insights into effective leadership approaches, inform policy, and strengthen instructional outcomes in similar under-resourced districts (Hallinger, 2011; Leithwood et al., 2020; Bush, 2018). Therefore, this study aimed at fill this gap by assessing the strategic management practices of headteachers in Kitagwenda District and their influence on teacher performance through the lens of Transformational Leadership Theory.

2.4 Synthesis of Literature Review

The literature reviewed indicates that transformational leadership and strategic management play a critical role in enhancing teacher motivation, professional competence, and instructional effectiveness (Bass & Riggio, 2006; Leithwood, Harris, & Hopkins, 2020; Hallinger, 2011). Headteachers who exhibit visionary leadership, encourage collaborative decision-making, and acknowledge teacher achievements tend to foster higher levels of commitment, accountability, and professional engagement within their schools (Nguni, Slegers, & Denessen, 2006; Aydin, Sarier, & Uysal, 2013; Eyal & Roth, 2011).

Despite these theoretical insights, empirical evidence from Uganda reveals persistent gaps between leadership practices and educational outcomes. National assessments and reports, including UWEZO (2019, 2021) and MoES (2020), show that many schools, particularly in rural areas, continue to record low literacy and numeracy achievements, suggesting that recommended leadership practices are not consistently applied or effectively translated into improved teaching and learning outcomes. These disparities highlight the influence of contextual factors such as limited resources, inadequate leadership training, and insufficient institutional support on the successful implementation of transformational leadership strategies (Bush & Glover, 2014; Hallinger, 2011; Nguni et al., 2006).

Consequently, understanding how transformational leadership principles are interpreted and operationalized within the strategic management practices of headteachers in rural Ugandan schools is essential. This study seeks to address

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this knowledge gap by examining the extent to which headteachers in Kitagwenda District apply transformational leadership in guiding teachers' professional performance and determining how such practices impact instructional quality and overall teacher effectiveness (Leithwood et al., 2020; Benson, 2011; Jovanice, 2023).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents a detailed account of the methodology employed in the study. It outlines the research design, study population, sample size and sampling techniques, data collection methods and instruments, validity and reliability measures, data collection and management procedures, data analysis techniques, ethical considerations, and anticipated study limitations. The methodology is designed to generate valid and reliable data to examine how headteachers' strategic management practices influence teacher performance in primary schools in Kitagwenda District.

3.1 Research Design

This study employed a descriptive cross-sectional survey design, which was appropriate for collecting data from a representative sample of respondents at a single point in time. The design was particularly suitable for examining the relationship between headteachers' strategic management practices and teacher performance, as it enabled the systematic measurement of both variables simultaneously within their natural school settings. By capturing data at one moment, the design facilitated the identification of prevailing patterns, variations, and associations between leadership practices and teacher performance without manipulating the study environment. The descriptive cross-sectional design was justified on methodological and practical grounds. Methodologically, it allowed for the analysis of relationships among variables across a relatively large population, thereby enhancing the generalizability of the findings. Practically, the design was time-efficient and cost-effective, making it suitable for school-based research conducted in resource-constrained contexts such as primary schools in Kitagwenda District. Unlike longitudinal or experimental designs, which require extended follow-up periods and substantial resources, the cross-sectional approach enabled timely data collection while still yielding reliable and policy-relevant insights (Creswell, 2014; Leedy & Ormrod, 2019).

To ensure a comprehensive understanding, the study adopted a mixed-methods approach, combining quantitative and qualitative techniques. Quantitative data were gathered from teachers using structured questionnaires to measure their perceptions of headteachers' strategic management and its effect on teaching performance. Qualitative data were obtained from headteachers through semi-structured interviews to explore their experiences, leadership behaviors, and challenges in implementing effective strategies. This combination of methods allows the findings to be triangulated, increasing the reliability and depth of the results, as the quantitative data provides measurable trends while qualitative insights explain the reasons behind those trends (Leithwood, Harris, & Hopkins, 2020; Creswell, 2014).

3.2 Study Population

The study population consisted of headteachers and teachers drawn from government-aided and community primary schools in Kitagwenda District. According to official district education records, the district had 69 registered primary schools, each headed by a headteacher and supported by a teaching staff responsible for instructional delivery. This population was considered appropriate because it encompassed the key actors involved in the formulation, implementation, and experience of strategic management practices within primary schools. Headteachers were included in the study because they were the primary agents responsible for strategic planning, resource allocation, supervision, and overall school management. Teachers were included to provide firsthand perspectives on how headteachers' strategic management practices influenced classroom instruction, professional engagement, and overall performance. Including both categories of respondents strengthened the study by enabling triangulation of leadership practices with teacher experiences, thereby enhancing the validity and comprehensiveness of the findings. This population therefore provided a suitable and representative basis for examining the relationship between strategic management practices and teacher performance in primary schools in Kitagwenda District.

Table 1: Study Population

Category	Population Size	Description
Headteachers	69	All headteachers of government-aided and community schools
Teachers	920*	Teachers working under the 69 headteachers (average ~13 per school)

*Estimated from District Education Office records (MoES, 2023).

3.3 Sample Size

A total of 27 respondents were selected from the population, consisting of 20 headteachers and 100 teachers. This sample size is considered sufficient to yield reliable data for both quantitative and qualitative analysis (Kothari, 2004; Mugenda & Mugenda, 2012).

Table 2: Sample Size Distribution

Category	Population	Sample Size	Sampling Technique
Headteachers	05	05	Purposive sampling
Teachers	150	108	Simple random sampling

Total	155	123	
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3.4 Sampling Techniques

The study employed a combination of purposive and simple random sampling techniques to select participants. Purposive sampling was applied to headteachers because they possessed specific knowledge, experience, and responsibility regarding strategic management practices in primary schools. By intentionally selecting headteachers, the study ensured that the data collected reflected informed and relevant perspectives on leadership strategies and their influence on teacher performance (Creswell, 2014; Kumar, 2019).

Simple random sampling was applied to teachers to ensure that every teacher within the selected schools had an equal chance of participation, thereby reducing selection bias and enhancing the representativeness of the sample. This combination of sampling techniques was justified because it allowed the study to capture both expert insights from school leaders and broader teacher experiences, providing a comprehensive understanding of how strategic management practices were implemented and perceived. By integrating purposive and random sampling, the study achieved both depth and generalizability in examining the relationship between headteachers' leadership practices and teacher performance in Kitagwenda District. For teachers, simple random sampling was used to provide every teacher in the selected schools with an equal chance of being included in the study. This method reduces the likelihood of selection bias and ensures that the sample is representative of the larger teacher population. By combining these sampling techniques, the study balances expert input from headteachers with diverse perspectives from teachers, enhancing the reliability and validity of the findings (Creswell, 2014; Kumar, 2019).

3.5 Data Collection Methods

The study utilized both primary and secondary data to obtain comprehensive and reliable information. Primary data were collected through structured questionnaires administered to teachers, capturing their perceptions of headteachers' strategic management practices and the impact of these practices on teacher performance. Additionally, semi-structured interviews were conducted with headteachers to explore their leadership strategies, decision-making approaches, and the challenges encountered in implementing strategic management within schools (Creswell, 2014; Leedy & Ormrod, 2019; Bryman, 2016). Secondary data were sourced from Ministry of Education and Sports reports, District Education Office records, and school performance documents to provide contextual, historical, and comparative insights into leadership practices and teacher performance trends (MoES, 2020; UWEZO, 2021; Bush & Glover, 2014). The use of multiple data sources was justified because it enabled triangulation, thereby enhancing the accuracy, validity, and depth of the study findings. By combining primary and secondary sources, the study captured

both the current experiences and perceptions of participants as well as the documented evidence of leadership practices and school performance, ensuring a robust and credible analysis.

3.6 Data Collection Instruments

The study used both primary and secondary data to obtain reliable information. Primary data was collected through structured questionnaires for teachers, capturing their perceptions of headteachers' strategic management and its impact on performance, and semi-structured interviews with headteachers to explore leadership strategies and challenges (Creswell, 2014; Leedy & Ormrod, 2019; Bryman, 2016).

Secondary data was sourced from Ministry of Education and Sports reports, District Education Office records, and school performance reports to provide contextual and historical insights on leadership practices and teacher performance (MoES, 2020; UWEZO, 2021; Bush & Glover, 2014). Combining these sources ensures triangulation, enhancing the validity and depth of the findings.

3.7 Validity and Reliability

To ensure the validity of the data collection instruments, they were reviewed by academic supervisors and educational specialists to confirm that they accurately measured the intended constructs and aligned with the study objectives. This review ensured that the questionnaire and interview items were content-appropriate, relevant, and theoretically grounded.

In addition, pilot testing was conducted in a neighboring district with similar demographic and school characteristics to refine the instruments, assess the clarity of questions, and identify any ambiguities or potential challenges in comprehension. Feedback from the pilot study informed adjustments to wording, format, and structure, enhancing the overall quality and usability of the instruments. Reliability was evaluated using the Cronbach's alpha coefficient for the questionnaires. A value of $\alpha \geq 0.7$ was considered acceptable for internal consistency, ensuring that the instruments produced stable and consistent results across repeated applications (Gliem & Gliem, 2003; Tavakol & Dennick, 2011; Field, 2018). This combination of expert review, pilot testing, and statistical reliability assessment provided robust evidence that the instruments were both valid and reliable for capturing data on headteachers' strategic management practices and teacher performance. This combination of expert review, pilot testing, and statistical reliability assessment strengthen the credibility and dependability of the data collected for the study.

3.8 Data Collection Procedure

Data collection was conducted systematically to ensure accuracy, reliability, and adherence to ethical standards. Initially, the researcher obtained formal permission from the university in order to proceed and do data collection, further permission was got from the District Education Office and relevant school administrations to access schools and participants, ensuring compliance with institutional protocols.

Once permission is granted, participants were briefed on the objectives of the study, their voluntary participation rights, and the confidentiality of the information provided, with assurances that they may withdraw at any time without consequences

Subsequently, structured questionnaires were administered to teachers, allowing adequate time for completion to ensure precise and thoughtful responses. Concurrently, semi-structured interviews were conducted with headteachers using interview guides to explore their strategic management practices, leadership behaviors, and the challenges they encounter in implementing school management strategies (Yin, 2018; Bryman, 2016; Creswell, 2014; Neuman, 2014; Saunders et al., 2019).

After data collection, questionnaires were checked for completeness and organized systematically, while interviews were recorded to facilitate detailed analysis. This procedure ensures a rigorous collection of both quantitative and qualitative data, enabling a comprehensive understanding of the relationship between headteachers' strategic management practices and teacher performance.

3.9 Data Management and Analysis

3.9.1 Data Management

All collected data were carefully managed to ensure accuracy, completeness, and confidentiality. Completed questionnaires were reviewed to check for missing or inconsistent responses, coded systematically, and entered into a secure electronic database.

Similarly, interview recordings were transcribed and properly labeled to maintain organization and facilitate analysis. Strict data management protocols were observed to protect participant privacy, including password-protected storage and restricted access to raw data.

3.9.2 Data Analysis

Quantitative data from teacher questionnaires were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, including frequencies, percentages, means, and standard deviations, that summarized key variables. Inferential analyses such as correlation and regression examined the strength and direction of relationships between headteachers' strategic management practices and teacher performance (Nelson et al., 2022).

Additionally, Chi-square tests was applied to assess associations between categorical demographic variables (e.g., gender, qualification, years of experience), while ANOVA evaluated differences in teacher performance across different school types.

Qualitative data obtained from headteacher interviews was analyzed thematically. This involves coding the transcribed data, identifying recurrent patterns, and grouping them into meaningful themes to provide insights into leadership

strategies and challenges in strategic management. Thematic analysis was complement the quantitative findings, enhancing the depth and richness of the study's conclusions (Braun & Clarke, 2013; Miles, Huberman, & Saldaña, 2014; Creswell & Poth, 2018; Patton, 2015; Yin, 2018). Triangulation of quantitative and qualitative findings ensured robust interpretation and strengthen the validity of the results.

3.10 Ethical Considerations

This study strictly followed ethical research principles to ensure the protection of participants and the credibility of the research process. Informed consent were obtained from all participants, providing clear information on the study's objectives, procedures, voluntary participation, and the right to withdraw at any stage without any repercussions (Creswell, 2014; Neuman, 2014; Kumar, 2019; Bryman, 2016; Leedy & Ormrod, 2019).

To maintain confidentiality and anonymity, participants' responses were treated as strictly confidential, with no disclosure of personal identifiers. Data was securely stored, accessible only to the researcher, and is used solely for academic purposes (Yin, 2018; Saunders, Lewis, & Thornhill, 2019; Flick, 2018; Creswell & Poth, 2018; Babbie, 2020). Additionally, ethical clearance was sought from the university ethics committee prior to data collection, ensuring compliance with institutional, national, and international ethical standards for research involving human participants (Israel, 2015; Punch, 2014; Guillemin & Gillam, 2004; Resnik, 2018; Bryman, 2016). Upholding these ethical principles safeguards participants' rights, foster trust, and enhance the validity and reliability of the research findings.

3.11 Anticipated Study Limitations

The study recognizes several potential limitations that may influence the findings. Firstly, as data collection relies on self-reported responses from teachers, there is a possibility of social desirability bias, where participants may provide answers they perceive as favorable rather than reflecting their genuine experiences. This limitation was mitigated by assuring participants of confidentiality and emphasizing that responses was used exclusively for academic purposes (Creswell, 2014; Neuman, 2014; Kumar, 2019; Babbie, 2020; Bryman, 2016; Flick, 2018).

Secondly, the cross-sectional survey design captures data at a single point in time, which may not account for temporal variations or changes in strategic management practices and teacher performance over the academic year. Consequently, findings may not fully reflect longitudinal trends (Leedy & Ormrod, 2019; Yin, 2018; Punch, 2014; Saunders, Lewis, & Thornhill, 2019; Leavy, 2017).

Thirdly, the study is confined to primary schools within Kitagwenda District, limiting the generalizability of results to other districts with different socio-economic and institutional characteristics (Flick, 2018; Babbie, 2020; Neuman, 2014; Creswell & Poth, 2018; Kumar, 2019). Finally, the research may encounter non-response or refusal to participate from some respondents, which could reduce the effective sample size and affect representativeness. This limitation

was addressed through follow-ups, reminders, and flexible scheduling to encourage participation (Kothari, 2004; Creswell, 2014; Bryman, 2016; Leedy & Ormrod, 2019; Saunders, Lewis, & Thornhill, 2019).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presented, analyzed, and interpreted data collected from teachers and headteachers in primary schools in Kitagwenda District. The findings were presented in line with the study objectives and research questions. Quantitative data obtained from questionnaires were analyzed using descriptive statistics, while qualitative data from interviews were analyzed thematically. The integration of both approaches enhanced triangulation and strengthened the credibility of the study findings.

4.1 Response Rate

Out of the 155 targeted respondents, 113 successfully participated in the study, representing a response rate of 72.9%, which was considered reliable analysis.

Table 3: Response Rate

Category	Sample	Returned	Response Rate
Headteachers	05	05	100%
Teachers	150	108	72%
Total	155	113	

Source: Primary Data, 2025

The response rate results indicated a generally strong level of participation among the targeted respondents, as summarized in the table. All the headteachers who were included in the sample fully participated in the study. Specifically, out of the five headteachers who were selected, all five returned the questionnaires, resulting in a response rate of 100%. This complete response suggested a high level of interest and commitment among headteachers to the study, as well as the effectiveness of the data collection approach in engaging school leaders. The full participation of headteachers was particularly important, as it ensured that the leadership perspectives necessary for understanding strategic management practices were adequately captured.

In contrast, the response rate among teachers, while lower than that of headteachers, remained satisfactory for academic research. Out of the 150 teachers who were sampled, 108 returned completed questionnaires, yielding a response rate of 72%. This indicated that a substantial majority of teachers were willing and able to participate in the study. Although some teachers did not respond, the rate achieved was sufficiently high to provide reliable and representative insights into teachers’ experiences and perceptions of headteachers’ strategic management practices and their effects on performance. The non-response could be attributed to factors such as workload, time constraints, or absence during the data collection period, which are common challenges in school-based research.

4.2 Demographic Characteristics of Respondents

Table 4: Demographic Characteristics of Respondents (N = 113)

Variable	Category	Frequency	Percentage (%)
Gender	Male	58	51.3
	Female	55	48.7
	Total	113	100
Age Group (Years)	25–35	28	24.8
	36–45	46	40.7
	46–55	25	22.1
	Above 55	14	12.4
	Total	113	100
Academic Qualification	Certificate	16	14.2
	Diploma	51	45.1
	Bachelor’s Degree	38	33.6
	Postgraduate	8	7.1
	Total	113	100
Teaching Experience	Below 5 years	21	18.6
	6–10 years	49	43.4
	11–15 years	26	23.0
	Above 15 years	17	15.0
	Total	113	100
Designation	Headteachers	5	4.4
	Teachers	108	95.6
	Total	113	100

Source: Primary Data, (2025)

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The demographic characteristics of the respondents, as presented in Table 4.2, indicated that the study sample was fairly balanced in terms of gender representation. Out of the 113 respondents, 58 were male, accounting for 51.3%, while 55 were female, representing 48.7% of the sample. This near-equal distribution suggested that both male and female perspectives were adequately represented in the study, thereby enhancing the inclusiveness and credibility of the findings. The balanced gender composition implied that the views expressed regarding strategic management practices and teacher performance were unlikely to be skewed toward one gender, allowing for a more comprehensive understanding of the situation in primary schools.

With regard to age distribution, the findings revealed that the majority of respondents fell within the economically and professionally active age groups. Respondents aged between 36 and 45 years formed the largest proportion, with 46 individuals (40.7%), followed by those aged 25–35 years, who accounted for 28 respondents (24.8%). This indicated that most participants were in their mid-career stage, where they were likely to possess substantial teaching experience while still being receptive to new management practices and professional development initiatives. Additionally, 25 respondents (22.1%) were aged between 46 and 55 years, while 14 respondents (12.4%) were above 55 years. This age distribution suggested a healthy mix of relatively younger and more experienced educators, which enriched the data by incorporating both innovative and seasoned perspectives on school management and teacher performance.

In terms of academic qualifications, the results showed that a significant proportion of respondents possessed qualifications relevant to professional teaching practice. The majority, 51 respondents (45.1%), held diplomas, indicating that diploma-level training remained the most common qualification among primary school educators in the study area. This was followed by 38 respondents (33.6%) who had attained a bachelor's degree, suggesting a growing trend toward higher academic qualifications among teachers. Meanwhile, 16 respondents (14.2%) held certificates, and only 8 respondents (7.1%) possessed postgraduate qualifications. This distribution implied that while most teachers met the minimum professional requirements, a smaller proportion had advanced academic training, which could influence their exposure to and understanding of strategic management practices within schools.

Regarding teaching experience, the findings indicated that the majority of respondents had accumulated considerable time in the profession. Nearly half of the respondents, 49 individuals (43.4%), had between 6 and 10 years of teaching experience, suggesting that many participants had sufficient exposure to school systems and management practices to provide informed responses. Additionally, 26 respondents (23.0%) had between 11 and 15 years of experience, while 17 respondents (15.0%) had taught for more than 15 years, reflecting a substantial presence of highly experienced educators. On the other hand, 21 respondents (18.6%) had less than five years of teaching experience, indicating the inclusion of relatively new teachers whose perspectives were also important in assessing the effectiveness of current management practices. Overall, this distribution demonstrated a well-balanced sample in terms of experience levels.

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The designation of respondents showed that the study was predominantly informed by classroom-level perspectives. Out of the 113 respondents, 108 (95.6%) were teachers, while only 5 respondents (4.4%) were headteachers. This imbalance reflected the staffing structure of primary schools, where teachers far outnumber headteachers, and ensured that the findings largely captured the experiences of those directly involved in classroom instruction. At the same time, the inclusion of headteachers, though small in number, provided leadership perspectives that were essential for understanding strategic management practices from an administrative standpoint.

4.3 The strategic management practices used by headteachers in primary schools in Kitagwenda district

Table 5: Descriptive Statistics on strategic management practices used by headteachers in primary schools in Kitagwenda district

Strategic Management Practices	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	STD
The headteacher sets clear goals and vision for the school.	8 (7.4%)	12 (11.1%)	15 (13.9%)	38 (35.2%)	35 (32.4%)	3.74	1.235
Teachers are involved in decision-making processes.	15 (13.9%)	28 (25.9%)	18 (16.7%)	32 (29.6%)	15 (13.9%)	3.04	1.328
The headteacher ensures proper allocation of resources.	12 (11.1%)	22 (20.4%)	20 (18.5%)	35 (32.4%)	19 (17.6%)	3.25	1.298
Staff meetings are held regularly to review school progress.	6 (5.6%)	10 (9.3%)	12 (11.1%)	45 (41.7%)	35 (32.4%)	3.86	1.156
The headteacher promotes teamwork among teachers.	9 (8.3%)	15 (13.9%)	16 (14.8%)	42 (38.9%)	26 (24.1%)	3.57	1.252
School policies and strategic plans are clearly communicated.	14 (13.0%)	25 (23.1%)	19 (17.6%)	33 (30.6%)	17 (15.7%)	3.13	1.321
The headteacher provides guidance on curriculum implementation.	7 (6.5%)	11 (10.2%)	14 (13.0%)	48 (44.4%)	28 (25.9%)	3.73	1.178
Strategic planning is inclusive of community stakeholders.	18 (16.7%)	30 (27.8%)	22 (20.4%)	26 (24.1%)	12 (11.1%)	2.85	1.298
The headteacher monitors and evaluates school activities.	10 (9.3%)	16 (14.8%)	17 (15.7%)	40 (37.0%)	25 (23.1%)	3.50	1.279

Source: Primary Data, 2025

Starting with the statement, “The headteacher sets clear goals and vision for the school,” the findings indicated that respondents generally perceived headteachers in primary schools in Kitagwenda District as providing direction through goal setting and vision articulation. A total of 38 respondents (35.2%) agreed and 35 respondents (32.4%) strongly agreed, resulting in 73 respondents or 67.6% who expressed positive perceptions. However, 12 respondents (11.1%) disagreed and 8 respondents (7.4%) strongly disagreed, while 15 respondents (13.9%) remained neutral. The mean score of 3.74 suggested a relatively high level of agreement, indicating that goal setting and vision sharing were common strategic practices among headteachers. The standard deviation of 1.235 reflected moderate variability, implying differences in clarity, consistency, and effectiveness of vision communication across schools.

Regarding the statement, “Teachers are involved in decision-making processes,” the results revealed a comparatively lower level of agreement among respondents. While 32 respondents (29.6%) agreed and 15 respondents (13.9%) strongly agreed, totaling 47 respondents or 43.5% with positive views, a substantial proportion expressed disagreement. Specifically, 28 respondents (25.9%) disagreed and 15 respondents (13.9%) strongly disagreed, while 18 respondents (16.7%) remained neutral. The mean score of 3.04 indicated only a modest level of agreement, suggesting that teacher involvement in decision-making was limited or inconsistently practiced in many schools. The relatively high standard deviation of 1.328 reflected considerable variation, implying that participatory management approaches differed widely among headteachers in the district.

In relation to “The headteacher ensures proper allocation of resources,” the findings showed a moderate perception of effectiveness. A total of 35 respondents (32.4%) agreed and 19 respondents (17.6%) strongly agreed, resulting in 54 respondents or 50.0% who believed resources were properly allocated. Conversely, 22 respondents (20.4%) disagreed and 12 respondents (11.1%) strongly disagreed, while 20 respondents (18.5%) were neutral. The mean score of 3.25 suggested moderate agreement, indicating that while some headteachers effectively managed resources, others faced challenges related to scarcity, prioritization, or transparency. The standard deviation of 1.298 indicated substantial variability in perceptions across schools.

With respect to “Staff meetings are held regularly to review school progress,” the results demonstrated a strong positive perception. A majority of respondents, 45 (41.7%), agreed and 35 respondents (32.4%) strongly agreed, totaling 80 respondents or 74.1% who acknowledged the regularity of staff meetings. Only a small proportion expressed disagreement, with 10 respondents (9.3%) disagreeing and 6 respondents (5.6%) strongly disagreeing, while 12 respondents (11.1%) remained neutral. The mean score of 3.86 indicated a high level of agreement, suggesting that staff meetings were a commonly used strategic tool for monitoring progress and sharing information. The standard

deviation of 1.156 reflected moderate variability, indicating differences in frequency and effectiveness of meetings across schools.

Concerning “The headteacher promotes teamwork among teachers,” the findings indicated a generally positive assessment. A total of 42 respondents (38.9%) agreed and 26 respondents (24.1%) strongly agreed, accounting for 68 respondents or 63.0% with favorable perceptions. However, 15 respondents (13.9%) disagreed and 9 respondents (8.3%) strongly disagreed, while 16 respondents (14.8%) remained neutral. The mean score of 3.57 suggested moderate to high agreement, indicating that many headteachers encouraged collaboration among teachers. The standard deviation of 1.252 showed notable variability, suggesting differences in school culture and leadership support for teamwork.

Regarding “School policies and strategic plans are clearly communicated,” the results reflected mixed perceptions. A total of 33 respondents (30.6%) agreed and 17 respondents (15.7%) strongly agreed, resulting in 50 respondents or 46.3% who perceived communication as clear. In contrast, 25 respondents (23.1%) disagreed and 14 respondents (13.0%) strongly disagreed, while 19 respondents (17.6%) remained neutral. The mean score of 3.13 indicated a relatively low to moderate level of agreement, suggesting that communication of policies and plans was not consistently effective across all schools. The standard deviation of 1.321 indicated high variability, highlighting differences in communication practices among headteachers.

In relation to “The headteacher provides guidance on curriculum implementation,” the findings showed a strong positive perception. A majority of respondents, 48 (44.4%), agreed and 28 respondents (25.9%) strongly agreed, totaling 76 respondents or 70.3% who acknowledged receiving guidance on curriculum implementation. Only 11 respondents (10.2%) disagreed and 7 respondents (6.5%) strongly disagreed, while 14 respondents (13.0%) remained neutral. The mean score of 3.73 reflected a high level of agreement, indicating that headteachers played an active role in supporting curriculum delivery. The standard deviation of 1.178 suggested moderate variation in the extent and quality of guidance provided.

Concerning “Strategic planning is inclusive of community stakeholders,” the results indicated the lowest level of agreement among the practices assessed. A total of 26 respondents (24.1%) agreed and 12 respondents (11.1%) strongly agreed, accounting for only 38 respondents or 35.2% with positive perceptions. In contrast, 30 respondents (27.8%) disagreed and 18 respondents (16.7%) strongly disagreed, while 22 respondents (20.4%) remained neutral. The mean score of 2.85 suggested overall disagreement or weak agreement, indicating that community involvement in strategic planning was limited in many schools. The standard deviation of 1.298 reflected high variability, implying that while some schools engaged community stakeholders, others had minimal or no such involvement.

With respect to “The headteacher monitors and evaluates school activities,” the findings showed a moderately positive perception. A total of 40 respondents (37.0%) agreed and 25 respondents (23.1%) strongly agreed, resulting in 65 respondents or 60.1% who perceived monitoring and evaluation practices as effective. However, 16 respondents (14.8%) disagreed and 10 respondents (9.3%) strongly disagreed, while 17 respondents (15.7%) remained neutral. The mean score of 3.50 indicated moderate agreement, suggesting that monitoring and evaluation were practiced, though not consistently or systematically across all schools. The standard deviation of 1.279 indicated considerable variability, reflecting differences in leadership capacity, accountability mechanisms, and school management systems.

Regarding the strategic management practices implemented to run schools effectively, headteachers explained that they relied on a combination of planning, supervision, communication, and staff involvement. One headteacher (KM001) said that effective school management had depended largely on setting clear priorities, organizing regular staff meetings, supervising teaching activities, and ensuring discipline among both teachers and learners. The headteacher emphasized that strategic planning helped align school activities with set goals and enabled teachers to understand what was expected of them. Another headteacher (KM002) noted that delegating responsibilities to senior teachers and heads of departments had improved coordination and accountability, as teachers felt trusted and more committed to their roles. These responses suggested that strategic management in primary schools had been largely practical and focused on creating order, direction, and shared responsibility.

In relation to how school goals and visions were communicated to teachers and staff, the findings indicated that communication was mainly done through staff meetings, circulars, and informal interactions. One headteacher (KM003) stated that school visions and goals were discussed during beginning-of-term meetings, where teachers were reminded of performance targets, learner discipline expectations, and academic improvement strategies. The headteacher added that continuous reminders during weekly briefings helped keep teachers focused. Similarly, another headteacher (KM004) explained that displaying the school vision and mission statements on notice boards and in offices had reinforced shared understanding. These accounts implied that consistent communication had played a key role in aligning teachers' efforts with school objectives, although the effectiveness depended on how frequently and clearly the messages were delivered.

Concerning teacher involvement in decision-making and planning, the interviews revealed mixed experiences. One headteacher (KM001) said that teachers were involved through committees such as academic, discipline, and welfare committees, which allowed them to contribute ideas on school improvement. The headteacher noted that this involvement had increased teacher ownership and reduced resistance to decisions. However, another headteacher (KM005) acknowledged that time constraints and pressure to meet external demands sometimes limited wider consultation, resulting in decisions being made at the administrative level. This

suggested that while participatory decision-making was valued, its implementation varied across schools depending on leadership style and contextual challenges.

On the issue of efficient allocation and use of resources, headteachers explained that they prioritized instructional materials and basic school needs. One headteacher (KM002) said that available finances were budgeted carefully to ensure that teaching aids, textbooks, and examination materials were procured on time. The headteacher further explained that transparency in resource use helped build trust among teachers and parents. Another headteacher (KM003) mentioned that involving staff in identifying priority needs had reduced wastage and ensured that limited resources were directed toward activities that directly supported teaching and learning. These responses indicated that strategic resource management had been critical in supporting teacher performance, especially in resource-constrained rural schools.

With regard to monitoring and evaluation of school activities, the findings showed that supervision was mainly conducted through classroom observations, checking lesson plans, and reviewing assessment records. One headteacher (KM004) stated that regular monitoring helped identify gaps in lesson preparation and classroom delivery, allowing timely support to teachers. The headteacher emphasized that monitoring was not meant to punish teachers but to guide and improve practice. Similarly, another headteacher (KM001) explained that end-of-term reviews and performance discussions enabled the school administration to assess progress toward goals and plan corrective actions. This suggested that monitoring and evaluation had functioned as important strategic tools for maintaining teaching standards and accountability.

Table 6: Factor Analysis Table for Strategic Management Practices

Strategic Management Practice Items	Factor 1: Participatory Management	Factor 2: Operational Leadership	Factor 3: Instructional Leadership	Communality
Teachers are involved in decision-making processes.	0.812	0.234	0.189	0.752
Strategic planning is inclusive of community stakeholders.	0.798	0.198	0.156	0.721
School policies and strategic plans are clearly communicated.	0.745	0.312	0.245	0.713
Staff meetings are held regularly to review school progress.	0.245	0.823	0.267	0.814

The headteacher monitors and evaluates school activities.	0.289	0.789	0.298	0.792
The headteacher promotes teamwork among teachers.	0.356	0.731	0.312	0.766
The headteacher sets clear goals and vision for the school.	0.212	0.289	0.801	0.778
The headteacher provides guidance on curriculum implementation.	0.198	0.334	0.785	0.796
The headteacher ensures proper allocation of resources.	0.278	0.298	0.702	0.668
Eigenvalue	2.556	1.944	1.602	
% of Variance Explained	28.4%	21.6%	17.8%	
Cumulative % of Variance	28.4%	50.0%	67.8%	
Cronbach's Alpha	0.798	0.812	0.785	

Note: Factor loadings greater than 0.60 are shown in bold. Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. KMO = 0.842; Bartlett's Test: $\chi^2(36) = 456.23$, $p < 0.001$.

Source: Primary Data, 2025

The factor analysis revealed that strategic management practices in Kitagwenda District primary schools could be conceptualized along three distinct but interrelated dimensions. The Kaiser-Meyer-Olkin measure of 0.842 indicated excellent sampling adequacy, while Bartlett's test of sphericity ($\chi^2=456.23$, $p<0.001$) confirmed that the correlation matrix was suitable for factor analysis. The three extracted factors collectively explained 67.8% of the total variance in strategic management practices, indicating that these dimensions captured a substantial proportion of the variability in how headteachers managed their schools(Nelson et al., 2023).

Factor 1, labeled "Participatory Management," accounted for 28.4% of the variance and demonstrated strong internal consistency ($\alpha=0.798$). This factor was characterized by practices that emphasized stakeholder involvement, shared decision-making, and transparent communication. The highest loading was teacher involvement in decision-making (0.812), followed by community stakeholder inclusion (0.798) and clear communication of policies (0.745). The emergence of this factor as the primary dimension suggested that participatory approaches represented a fundamental

organizing principle of strategic management, distinguishing schools where leadership was shared and inclusive from those where it remained hierarchical and exclusive. The moderate-to-high communalities for these items (ranging from 0.713 to 0.752) indicated that this factor adequately captured the variance in these practices.

Factor 2, termed "Operational Leadership," explained 21.6% of variance and showed the highest internal consistency ($\alpha=0.812$). This dimension captured the routine management activities and monitoring functions essential for school functioning. Regular staff meetings loaded most strongly (0.823), followed by monitoring and evaluation (0.789) and teamwork promotion (0.731). The emergence of this factor indicated that teachers distinguished between participatory governance processes and operational management activities. While both were important, operational leadership represented the day-to-day coordination, monitoring, and team facilitation that kept schools functioning smoothly. The high communalities (0.766 to 0.814) suggested that these operational practices were well-represented by this factor.

Factor 3, labeled "Instructional Leadership," accounted for 17.8% of variance with good reliability ($\alpha=0.785$). This dimension encompassed practices directly related to teaching and learning improvement. Goal and vision setting loaded highest (0.801), followed by curriculum implementation guidance (0.785) and resource allocation (0.702). The identification of this distinct instructional dimension confirmed that pedagogical leadership direct engagement with educational goals, curriculum, and resource provision for teaching represented a separate competency domain from operational management and participatory governance. Teachers recognized that effective headteachers needed to be educational leaders who understood teaching and learning, not merely administrators who kept schools running. The factor structure revealed important insights about strategic management in primary schools. First, the three factors were conceptually distinct, with relatively low cross-loadings (all secondary loadings <0.36), indicating that each represented a unique dimension of leadership practice. Second, the ordering of factors by variance explained suggested that participatory approaches constituted the most differentiating feature of strategic management schools varied most in whether leadership was inclusive or exclusive. Third, all three factors showed adequate reliability (all $\alpha>0.78$), indicating that the items within each factor measured coherent constructs. Fourth, the communalities ranged from 0.668 to 0.814, with an average of 0.756, indicating that the three-factor solution effectively captured most of the variance in individual items. The factor analysis results had important theoretical and practical implications. Theoretically, they suggested that strategic management was multidimensional rather than unitary, requiring headteachers to develop competencies across participatory, operational, and instructional domains. A headteacher might excel in operational management holding regular meetings and monitoring activities while failing in participatory governance or instructional leadership. Conversely, a headteacher committed to participation might struggle with operational efficiency or lack the pedagogical expertise for effective instructional leadership. The three-factor model implied that comprehensive strategic management required balanced development across all dimensions.

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4.4 The effect of headteachers' strategic management practices on teacher performance

Table 7: Descriptive Statistics on headteachers' strategic management practices

Impact on Teacher Performance	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	STD
Strategic planning motivates teachers to work harder.	10 (9.3%)	18 (16.7%)	20 (18.5%)	40 (37.0%)	20 (18.5%)	3.39	1.253
Teachers' lesson planning improves under good leadership.	6 (5.6%)	8 (7.4%)	14 (13.0%)	48 (44.4%)	32 (29.6%)	3.85	1.121
The headteacher supervises teachers effectively.	12 (11.1%)	20 (18.5%)	22 (20.4%)	36 (33.3%)	18 (16.7%)	3.26	1.290
Regular staff appraisals improve teachers' performance.	8 (7.4%)	14 (13.0%)	16 (14.8%)	42 (38.9%)	28 (25.9%)	3.63	1.235
Professional development workshops enhance teaching.	5 (4.6%)	6 (5.6%)	10 (9.3%)	45 (41.7%)	42 (38.9%)	4.04	1.075
Timely feedback improves teaching performance.	7 (6.5%)	10 (9.3%)	15 (13.9%)	46 (42.6%)	30 (27.8%)	3.76	1.172
Proper resource management leads to better outcomes.	6 (5.6%)	9 (8.3%)	12 (11.1%)	48 (44.4%)	33 (30.6%)	3.86	1.130
Teachers' absenteeism reduces with strategic leadership.	14 (13.0%)	22 (20.4%)	25 (23.1%)	32 (29.6%)	15 (13.9%)	3.11	1.298
Leadership style influences teachers' discipline and commitment.	8 (7.4%)	12 (11.1%)	16 (14.8%)	44 (40.7%)	28 (25.9%)	3.67	1.219
Teacher collaboration increases due to management strategies.	11 (10.2%)	16 (14.8%)	18 (16.7%)	42 (38.9%)	21 (19.4%)	3.42	1.280

Source: Primary Data, 2025

Starting with the statement, “Strategic planning motivates teachers to work harder,” the findings indicated a moderately positive perception regarding the motivational influence of strategic planning on teacher performance. A total of 40 respondents (37.0%) agreed and 20 respondents (18.5%) strongly agreed, resulting in 60 respondents or

55.5% who expressed a favorable view. However, a notable proportion of respondents expressed reservations, with 18 respondents (16.7%) disagreeing and 10 respondents (9.3%) strongly disagreeing, while 20 respondents (18.5%) remained neutral. The mean score of 3.39 suggested a moderate level of agreement, indicating that while strategic planning was perceived to motivate some teachers, its motivational impact was not uniformly experienced across all schools. The relatively high standard deviation of 1.253 reflected considerable variability in responses, implying differences in how strategic planning processes were communicated, implemented, and internalized by teachers.

With regard to “Teachers’ lesson planning improves under good leadership,” the results showed a strong positive perception among respondents. A majority of respondents, 48 (44.4%), agreed and 32 respondents (29.6%) strongly agreed, amounting to 80 respondents or 74.0% who viewed effective leadership as enhancing teachers’ lesson planning. Only a small proportion expressed disagreement, with 8 respondents (7.4%) disagreeing and 6 respondents (5.6%) strongly disagreeing, while 14 respondents (13.0%) were neutral. The mean score of 3.85 indicated a high level of agreement, suggesting that supportive and well-coordinated leadership practices had positively influenced teachers’ preparedness and instructional planning. The standard deviation of 1.121 showed moderate variability, indicating some differences in leadership effectiveness across schools.

Regarding the statement, “The headteacher supervises teachers effectively,” the findings revealed a mixed perception among respondents. While 36 respondents (33.3%) agreed and 18 respondents (16.7%) strongly agreed, totaling 54 respondents or 50.0% with positive views, a considerable proportion expressed dissatisfaction. Specifically, 20 respondents (18.5%) disagreed and 12 respondents (11.1%) strongly disagreed, while 22 respondents (20.4%) remained neutral. The mean score of 3.26 suggested only a modest level of agreement, indicating that effective supervision by headteachers was not consistently experienced across all schools. The standard deviation of 1.290 reflected high variability in responses, suggesting substantial differences in supervision styles, frequency, and perceived fairness among headteachers.

In relation to “Regular staff appraisals improve teachers’ performance,” the results demonstrated a generally positive perception. A total of 42 respondents (38.9%) agreed and 28 respondents (25.9%) strongly agreed, resulting in 70 respondents or 64.8% who believed that regular appraisals contributed to improved teacher performance. Conversely, 14 respondents (13.0%) disagreed and 8 respondents (7.4%) strongly disagreed, while 16 respondents (14.8%) remained neutral. The mean score of 3.63 indicated moderate to high agreement, suggesting that appraisal systems were viewed as beneficial in identifying strengths, addressing weaknesses, and guiding professional growth. The standard deviation of 1.235 indicated noticeable variation, implying that appraisal processes may have differed in quality and effectiveness across schools.

Concerning “Professional development workshops enhance teaching,” the findings revealed a strong and consistent positive perception. A large proportion of respondents, 45 (41.7%), agreed and 42 respondents (38.9%) strongly agreed, accounting for 87 respondents or 80.6% who viewed professional development workshops as enhancing teaching effectiveness. Only a small number expressed disagreement, with 6 respondents (5.6%) disagreeing and 5 respondents (4.6%) strongly disagreeing, while 10 respondents (9.3%) remained neutral. The mean score of 4.04 reflected a high level of agreement, indicating that professional development opportunities were widely recognized as critical for improving teaching practices. The standard deviation of 1.075 suggested relatively low variability, highlighting a strong consensus among respondents.

With respect to “Timely feedback improves teaching performance,” the results showed a positive assessment by most respondents. A total of 46 respondents (42.6%) agreed and 30 respondents (27.8%) strongly agreed, totaling 76 respondents or 70.4% who believed that timely feedback enhanced teaching performance. In contrast, 10 respondents (9.3%) disagreed and 7 respondents (6.5%) strongly disagreed, while 15 respondents (13.9%) remained neutral. The mean score of 3.76 indicated a strong overall agreement, suggesting that constructive and prompt feedback from headteachers supported instructional improvement and professional accountability. The standard deviation of 1.172 reflected moderate variability, indicating differences in feedback practices across schools.

Regarding “Proper resource management leads to better outcomes,” the findings indicated a high level of agreement among respondents. A majority of respondents, 48 (44.4%), agreed and 33 respondents (30.6%) strongly agreed, amounting to 81 respondents or 75.0% who perceived effective resource management as improving teacher performance and learning outcomes. Only a small proportion expressed disagreement, with 9 respondents (8.3%) disagreeing and 6 respondents (5.6%) strongly disagreeing, while 12 respondents (11.1%) remained neutral. The mean score of 3.86 suggested a strong agreement, highlighting the importance of efficient allocation and utilization of teaching and learning resources. The standard deviation of 1.130 indicated moderate variation, reflecting differences in resource availability and management practices across schools.

In relation to “Teachers’ absenteeism reduces with strategic leadership,” the results revealed a relatively lower level of agreement compared to other statements. A total of 32 respondents (29.6%) agreed and 15 respondents (13.9%) strongly agreed, resulting in 47 respondents or 43.5% with positive perceptions. However, a substantial proportion expressed negative or uncertain views, with 22 respondents (20.4%) disagreeing, 14 respondents (13.0%) strongly disagreeing, and 25 respondents (23.1%) remaining neutral. The mean score of 3.11 indicated a modest level of agreement, suggesting that while strategic leadership may have contributed to reduced absenteeism in some schools, this effect was not consistently observed. The standard deviation of 1.298 indicated high variability, implying differences in leadership effectiveness, teacher morale, and contextual challenges influencing attendance.

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Concerning “Leadership style influences teachers’ discipline and commitment,” the findings showed a strong positive perception. A total of 44 respondents (40.7%) agreed and 28 respondents (25.9%) strongly agreed, accounting for 72 respondents or 66.6% who believed leadership style significantly affected teachers’ discipline and commitment. A smaller proportion disagreed, with 12 respondents (11.1%) disagreeing and 8 respondents (7.4%) strongly disagreeing, while 16 respondents (14.8%) remained neutral. The mean score of 3.67 suggested a high level of agreement, indicating that leadership approaches characterized by fairness, support, and clear expectations positively shaped teacher behavior and dedication. The standard deviation of 1.219 reflected moderate variability in perceptions.

With respect to “Teacher collaboration increases due to management strategies,” the results indicated a moderately positive assessment. A total of 42 respondents (38.9%) agreed and 21 respondents (19.4%) strongly agreed, totaling 63 respondents or 58.3% who perceived management strategies as enhancing collaboration among teachers. Nevertheless, 16 respondents (14.8%) disagreed and 11 respondents (10.2%) strongly disagreed, while 18 respondents (16.7%) remained neutral. The mean score of 3.42 reflected moderate agreement, suggesting that management strategies had encouraged collaboration, though not uniformly across all schools. The standard deviation of 1.280 indicated considerable variability, implying differences in school culture, leadership support, and structures for collaborative engagement.

In terms of the influence of strategic management practices on lesson preparation and classroom delivery, headteachers generally reported positive effects. One headteacher (KM003) said that when expectations were clearly communicated and supervision was consistent, teachers became more serious about preparing lesson plans and teaching aids. The headteacher noted that strategic planning had encouraged teachers to align their lessons with the syllabus and assessment requirements. Another headteacher (KM002) observed that supportive leadership and regular feedback had improved teachers’ confidence and classroom organization. These findings implied that effective strategic management had enhanced instructional quality by promoting preparedness and professionalism.

Regarding supervision and appraisal, the interviews indicated that these practices had a significant impact on teacher performance. One headteacher (KM001) said that regular appraisals helped teachers reflect on their strengths and weaknesses and motivated them to improve. The headteacher added that constructive feedback had encouraged teachers to adopt better teaching methods. However, another headteacher (KM005) acknowledged that when appraisal was perceived as fault-finding rather than supportive, it sometimes demotivated teachers. This highlighted the importance of using supervision and appraisal as developmental rather than punitive tools.

On professional development opportunities, headteachers reported that workshops, seminars, and peer learning sessions had been provided, although access was sometimes limited. One headteacher (KM004) said

that teachers who attended workshops returned with new teaching strategies that improved classroom delivery. The headteacher also noted that sharing knowledge from training sessions during staff meetings benefited the entire school. These responses suggested that professional development had played a crucial role in enhancing teaching quality, even when opportunities were scarce.

Concerning leadership style and its effect on teacher motivation and discipline, the findings showed that supportive and democratic leadership styles were perceived as more effective. One headteacher (KM002) said that treating teachers with respect and listening to their concerns had improved morale and reduced disciplinary issues. The headteacher emphasized that motivated teachers were more punctual, committed, and cooperative. In contrast, another headteacher (KM005) noted that overly authoritarian approaches sometimes created fear rather than genuine commitment. This implied that leadership style had a direct influence on teacher behavior and performance.

When asked to provide examples where strategic management had improved or failed to improve teacher performance, headteachers shared practical experiences. One headteacher (KM001) recounted that introducing regular supervision and recognition of good performance had led to improved lesson preparation and reduced absenteeism. However, another headteacher (KM003) explained that despite careful planning, lack of resources and external challenges sometimes limited the impact of management strategies. These examples illustrated that while strategic management was important, its effectiveness was influenced by contextual factors.

Table 8: Factor Analysis Table for Teacher Performance Impact

Teacher Performance Impact Items	Factor 1: Professional Development Impact	Factor 2: Supervisory Impact	Factor 3: Cultural Impact	Communality
Professional development workshops enhance teaching.	0.845	0.223	0.198	0.806
Timely feedback improves teaching performance.	0.812	0.289	0.234	0.791
Regular staff appraisals improve teachers' performance.	0.778	0.312	0.256	0.774
Teachers' lesson planning improves under good leadership.	0.734	0.345	0.289	0.748

The headteacher supervises teachers effectively.	0.298	0.826	0.267	0.824
Proper resource management leads to better outcomes.	0.334	0.789	0.289	0.813
Strategic planning motivates teachers to work harder.	0.289	0.712	0.398	0.743
Leadership style influences teachers' discipline and commitment.	0.267	0.312	0.801	0.812
Teacher collaboration increases due to management strategies.	0.298	0.334	0.776	0.798
Teachers' absenteeism reduces with strategic leadership.	0.234	0.289	0.689	0.658
Eigenvalue	3.121	2.234	1.892	
% of Variance Explained	31.2%	22.3%	18.9%	
Cumulative % of Variance	31.2%	53.5%	72.4%	
Cronbach's Alpha	0.856	0.823	0.789	

Note: Factor loadings greater than 0.60 are shown in bold. Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. KMO = 0.867; Bartlett's Test: $\chi^2(45) = 523.67$, $p < 0.001$.

Source: Primary Data 2025

The factor analysis of teacher performance impacts revealed three distinct dimensions through which strategic management practices influenced teacher effectiveness. The Kaiser-Meyer-Olkin measure of 0.867 indicated excellent sampling adequacy, exceeding the threshold for factor analysis. Bartlett's test of sphericity was highly significant ($\chi^2=523.67$, $p<0.001$), confirming that sufficient correlations existed among items to warrant factor extraction. The three factors collectively explained 72.4% of the total variance in perceived performance impacts, indicating that these dimensions captured the vast majority of ways that strategic management affected teacher performance.

Factor 1, labeled "Professional Development Impact," was the dominant dimension, accounting for 31.2% of variance and demonstrating excellent internal consistency ($\alpha=0.856$). This factor encompassed the developmental and capacity-building effects of strategic management. Professional development workshops loaded most strongly (0.845), followed by timely feedback (0.812), regular appraisals (0.778), and improved lesson planning (0.734). The emergence of this factor as primary indicated that teachers most strongly associated strategic management's effects with opportunities for learning, growth, and skill enhancement. The high communalities (0.748 to 0.806) demonstrated

that these items were well-represented by this developmental dimension. This finding suggested that when strategic management was effective, its most salient impact was enabling teacher learning and professional improvement.

Factor 2, termed "Supervisory Impact," explained 22.3% of variance with strong reliability ($\alpha=0.823$). This dimension captured the more directive management influences on performance. Effective supervision loaded highest (0.826), followed by proper resource management (0.789) and motivational effects of strategic planning (0.712). This factor represented the traditional management functions of monitoring, resource provision, and goal-oriented motivation. The differentiation of this factor from professional development impacts suggested that teachers distinguished between supportive developmental interventions and more directive supervisory approaches. Both were important, but they represented qualitatively different pathways through which management influenced performance. The high communalities (0.743 to 0.824) indicated that supervisory impacts were effectively captured by this dimension.

Factor 3, labeled "Cultural Impact," accounted for 18.9% of variance with good reliability ($\alpha=0.789$). This dimension encompassed the broader influence of leadership on school climate, relationships, and collective behaviors. Leadership style's influence on discipline and commitment loaded most strongly (0.801), followed by increased teacher collaboration (0.776) and reduced absenteeism (0.689). The identification of this cultural dimension confirmed that strategic management affected not only individual teacher capacities and performance but also the broader professional community and organizational culture. The moderate-to-high communalities (0.658 to 0.812) suggested adequate representation of these items, though the lower communality for absenteeism (0.658) indicated that attendance issues were influenced by factors beyond those captured in this model.

The factor structure revealed important insights about how strategic management influenced teacher performance. First, the three factors had minimal cross-loadings (all secondary loadings <0.40), indicating relatively distinct impact pathways. Second, professional development emerged as the most powerful and differentiating impact mechanism, suggesting that strategic management's effectiveness was primarily judged by its contribution to teacher learning and capacity building. Third, supervisory and cultural impacts, while substantial, were secondary mechanisms. Fourth, all three factors showed strong reliability (all $\alpha>0.78$), indicating that items within factors measured coherent impact dimensions.

The factor analysis results had significant theoretical and practical implications. Theoretically, they suggested that strategic management influenced teacher performance through multiple pathways: by building teacher capacities through professional development (Factor 1), by providing effective supervision and resources (Factor 2), and by shaping school culture and relationships (Factor 3). A comprehensive understanding of strategic management's effects required attention to all three impact mechanisms rather than focusing narrowly on any single pathway. The findings validated multilevel models of educational leadership that posit both direct effects (supervision, resources) and indirect effects (through professional learning and culture) on teaching quality.

Practically, these results suggested that headteachers seeking to improve teacher performance should prioritize professional development opportunities as the highest-impact intervention. The dominance of Factor 1 indicated that

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teachers most valued and responded to opportunities for learning and growth. However, the significant variance explained by Factors 2 and 3 indicated that professional development alone was insufficient effective supervision, adequate resources, positive leadership styles, and collaborative cultures were also necessary. The relatively lower loadings and communality for absenteeism suggested that attendance issues required interventions beyond typical strategic management practices, possibly including addressing working conditions, compensation, and personal circumstances.

The reliability coefficients for all three factors (ranging from 0.789 to 0.856) were sufficiently high to suggest that composite scores could be computed for each dimension and used in further analyses. The average communality of 0.777 indicated that the three-factor solution effectively captured individual item variance. The slightly lower communality for absenteeism (0.658) suggested that teacher attendance was influenced by factors not well captured in this model, consistent with the earlier interpretation that absenteeism had multiple determinants beyond school-level management.

Table 9: Correlation Analysis Between Strategic Management Practices and Teacher Performance Impacts

Correlation Matrix	Professional Development Impact	Supervisory Impact	Cultural Impact	Overall Performance Impact
Participatory Management	0.478***	0.412***	0.523***	0.512***
Operational Leadership	0.634***	0.712***	0.589***	0.678***
Instructional Leadership	0.724***	0.645***	0.567***	0.698***
Overall Strategic Management	0.712***	0.678***	0.623***	0.682***

Note: *** $p < 0.001$. $N = 108$.

The correlation analysis examining relationships between strategic management practice dimensions (from Objective One) and performance impact dimensions (from Objective Two) revealed several significant patterns. Overall strategic management practices showed strong positive correlations with all three performance impact dimensions: professional development impact ($r=0.712$, $p<0.001$), supervisory impact ($r=0.678$, $p<0.001$), and cultural impact ($r=0.623$, $p<0.001$). The overall correlation between strategic management and teacher performance was 0.682 ($p<0.001$), indicating that approximately 46.5% of variance in teacher performance could be explained by strategic management practices ($r^2=0.465$).

Among the three strategic management dimensions, Instructional Leadership showed the strongest correlations with all performance impact dimensions. Its correlation with professional development impact was particularly strong ($r=0.724$, $p<0.001$), suggesting that headteachers who provided clear vision, curriculum guidance, and adequate

resources most effectively facilitated teacher learning and growth. Instructional Leadership also correlated strongly with supervisory impact ($r=0.645$, $p<0.001$) and moderately with cultural impact ($r=0.567$, $p<0.001$), indicating that pedagogically-focused leadership influenced multiple performance pathways.

Operational Leadership demonstrated its strongest correlation with supervisory impact ($r=0.712$, $p<0.001$), which was logical given that both constructs emphasized monitoring, coordination, and performance management functions. Operational Leadership also showed strong correlations with professional development impact ($r=0.634$, $p<0.001$) and cultural impact ($r=0.589$, $p<0.001$), indicating that well-executed operational management created conditions conducive to teacher learning and positive school culture.

Participatory Management showed the weakest correlations among the three strategic management dimensions, though all were statistically significant. Its strongest correlation was with cultural impact ($r=0.523$, $p<0.001$), suggesting that inclusive decision-making and stakeholder engagement primarily influenced school climate and relationships rather than directly affecting instructional capacities. Participatory Management showed moderate correlations with professional development impact ($r=0.478$, $p<0.001$) and supervisory impact ($r=0.412$, $p<0.001$), indicating that while participation contributed to performance improvement, its effects were less direct than those of instructional and operational leadership.

4.5 Effective strategic management practices for improving teacher performance in primary schools

Table 10: Descriptive Statistics on Effective strategic management practices for improving teacher performance in primary schools

Best Strategic Management Practices	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	STD
Motivational strategies encourage teacher commitment.	4 (3.7%)	6 (5.6%)	8 (7.4%)	48 (44.4%)	42 (38.9%)	4.09	1.010
Involving teachers in decision-making enhances performance.	5 (4.6%)	8 (7.4%)	12 (11.1%)	46 (42.6%)	37 (34.3%)	3.94	1.089
Continuous professional development is essential.	3 (2.8%)	4 (3.7%)	6 (5.6%)	42 (38.9%)	53 (49.1%)	4.28	0.946
Transparent communication builds trust.	4 (3.7%)	7 (6.5%)	10 (9.3%)	45 (41.7%)	42 (38.9%)	4.06	1.045
Effective supervision leads to higher productivity.	6 (5.6%)	9 (8.3%)	14 (13.0%)	46 (42.6%)	33 (30.6%)	3.84	1.140
Resource mobilization supports better learning.	5 (4.6%)	8 (7.4%)	11 (10.2%)	48 (44.4%)	36 (33.3%)	3.94	1.090

Setting realistic goals and monitoring boosts performance.	6 (5.6%)	10 (9.3%)	13 (12.0%)	47 (43.5%)	32 (29.6%)	3.82	1.144
Teamwork and collaboration strengthen effectiveness.	7 (6.5%)	11 (10.2%)	15 (13.9%)	44 (40.7%)	31 (28.7%)	3.75	1.176
Transformational leadership improves motivation.	8 (7.4%)	13 (12.0%)	18 (16.7%)	42 (38.9%)	27 (25.0%)	3.62	1.223
Context-tailored planning yields better results.	9 (8.3%)	14 (13.0%)	20 (18.5%)	40 (37.0%)	25 (23.1%)	3.54	1.245

Source: Primary Data, 2025

Starting with the statement, “Motivational strategies encourage teacher commitment,” the findings indicated that respondents largely perceived motivational strategies as an effective strategic management practice for improving teacher performance in primary schools. A substantial proportion of respondents, 48 (44.4%), agreed with the statement, while an additional 42 respondents (38.9%) strongly agreed, resulting in a combined 90 respondents or 83.3% who expressed a positive perception. In contrast, only a small proportion expressed negative views, with 6 respondents (5.6%) disagreeing and 4 respondents (3.7%) strongly disagreeing, while 8 respondents (7.4%) remained neutral. The mean score of 4.09 reflected a high level of agreement, suggesting that respondents generally believed motivational strategies such as recognition, incentives, and supportive leadership had strengthened teachers’ commitment to their roles. The standard deviation of 1.010 indicated moderate variability in responses, implying that although the majority acknowledged the effectiveness of motivational strategies, some differences existed in how consistently these strategies were implemented or experienced across schools.

Regarding the statement, “Involving teachers in decision-making enhances performance,” the results demonstrated a strong perception among respondents that participatory decision-making had positively influenced teacher performance. A total of 46 respondents (42.6%) agreed and 37 respondents (34.3%) strongly agreed, accounting for 83 respondents or 76.9% who held favorable views. Conversely, 8 respondents (7.4%) disagreed and 5 respondents (4.6%) strongly disagreed, while 12 respondents (11.1%) neither agreed nor disagreed. The mean score of 3.94 suggested that respondents generally supported the idea that teacher involvement in decision-making processes improved ownership, morale, and effectiveness. The standard deviation of 1.089 indicated some dispersion in responses, suggesting that while participatory practices were valued, their application may have varied across different school contexts.

With respect to “Continuous professional development is essential,” the findings revealed the highest level of agreement among all the strategic management practices assessed. A majority of respondents, 53 (49.1%), strongly

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agreed, while 42 respondents (38.9%) agreed, resulting in 95 respondents or 88.0% expressing positive perceptions. Very few respondents expressed disagreement, with only 4 respondents (3.7%) disagreeing and 3 respondents (2.8%) strongly disagreeing, while 6 respondents (5.6%) remained neutral. The mean score of 4.28 indicated a very strong consensus that ongoing training and capacity-building activities were critical for enhancing teachers' skills, instructional quality, and adaptability to curriculum changes. The relatively low standard deviation of 0.946 suggested that respondents' views were fairly consistent, highlighting widespread recognition of professional development as a cornerstone of effective teacher performance.

In relation to "Transparent communication builds trust," the results showed that respondents largely perceived open and clear communication as an important strategic management practice. A total of 45 respondents (41.7%) agreed and 42 respondents (38.9%) strongly agreed, amounting to 87 respondents or 80.6% who assessed communication positively. On the other hand, 7 respondents (6.5%) disagreed and 4 respondents (3.7%) strongly disagreed, while 10 respondents (9.3%) remained neutral. The mean score of 4.06 reflected a strong agreement that transparent communication fostered trust between school management and teachers, which in turn supported collaboration and performance. The standard deviation of 1.045 indicated moderate variability, suggesting that while transparent communication was generally practiced, its effectiveness may have differed among schools.

Concerning the statement, "Effective supervision leads to higher productivity," the findings indicated a generally positive but slightly more varied perception. A total of 46 respondents (42.6%) agreed and 33 respondents (30.6%) strongly agreed, yielding 79 respondents or 73.2% who viewed supervision as enhancing productivity. However, 9 respondents (8.3%) disagreed and 6 respondents (5.6%) strongly disagreed, while 14 respondents (13.0%) remained neutral. The mean score of 3.84 suggested a positive overall assessment, indicating that respondents believed structured supervision and guidance improved teaching practices and accountability. The standard deviation of 1.140 reflected noticeable variability in perceptions, implying that the quality and approach of supervision differed across schools, with some supervision practices being perceived as more supportive than others.

With regard to "Resource mobilization supports better learning," the results showed that respondents generally acknowledged the importance of adequate resources in improving teacher performance and learning outcomes. A total of 48 respondents (44.4%) agreed and 36 respondents (33.3%) strongly agreed, resulting in 84 respondents or 77.7% expressing positive views. In contrast, 8 respondents (7.4%) disagreed and 5 respondents (4.6%) strongly disagreed, while 11 respondents (10.2%) remained neutral. The mean score of 3.94 indicated that respondents largely perceived resource mobilization as a critical strategic practice that enabled teachers to deliver lessons more effectively. The standard deviation of 1.090 suggested moderate variation, pointing to differences in resource availability and management across primary schools.

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For the statement, “Setting realistic goals and monitoring boosts performance,” the findings revealed a favorable perception among respondents. A total of 47 respondents (43.5%) agreed and 32 respondents (29.6%) strongly agreed, totaling 79 respondents or 73.1% who viewed goal setting and monitoring positively. Meanwhile, 10 respondents (9.3%) disagreed and 6 respondents (5.6%) strongly disagreed, and 13 respondents (12.0%) remained neutral. The mean score of 3.82 suggested that respondents generally believed that clear targets and consistent monitoring enhanced teacher focus and accountability. The standard deviation of 1.144 indicated some dispersion in responses, suggesting that the effectiveness of goal-setting and monitoring systems varied among schools.

Regarding “Teamwork and collaboration strengthen effectiveness,” the results indicated a moderately strong level of agreement. A total of 44 respondents (40.7%) agreed and 31 respondents (28.7%) strongly agreed, representing 75 respondents or 69.4% with positive perceptions. However, 11 respondents (10.2%) disagreed and 7 respondents (6.5%) strongly disagreed, while 15 respondents (13.9%) remained neutral. The mean score of 3.75 reflected general agreement that collaboration among teachers enhanced effectiveness through shared practices and mutual support. The relatively higher standard deviation of 1.176 suggested greater variability in experiences, indicating that collaborative cultures were stronger in some schools than in others.

In relation to “Transformational leadership improves motivation,” the findings showed a positive but comparatively lower level of agreement. A total of 42 respondents (38.9%) agreed and 27 respondents (25.0%) strongly agreed, resulting in 69 respondents or 63.9% who perceived transformational leadership as motivating. Conversely, 13 respondents (12.0%) disagreed and 8 respondents (7.4%) strongly disagreed, while 18 respondents (16.7%) remained neutral. The mean score of 3.62 suggested moderate agreement, indicating that while transformational leadership was recognized as beneficial, it may not have been consistently practiced across all schools. The standard deviation of 1.223 reflected relatively high variability, highlighting differences in leadership styles and their perceived impact on teacher motivation.

Concerning “Context-tailored planning yields better results,” the findings indicated the lowest, though still generally positive, level of agreement among the practices assessed. A total of 40 respondents (37.0%) agreed and 25 respondents (23.1%) strongly agreed, accounting for 65 respondents or 60.1% who viewed contextual planning favorably. In contrast, 14 respondents (13.0%) disagreed and 9 respondents (8.3%) strongly disagreed, while 20 respondents (18.5%) remained neutral. The mean score of 3.54 suggested moderate agreement, indicating that respondents recognized the value of adapting plans to local school contexts, though this practice may not have been uniformly applied. The standard deviation of 1.245 indicated considerable variability, suggesting differences in planning capacity and contextual responsiveness across primary schools.

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Regarding the most effective practices for motivating teachers, headteachers emphasized recognition, clear communication, and involvement in decision-making. One headteacher (KM004) said that acknowledging teachers' efforts during meetings and giving small incentives had boosted morale. The interviews further revealed that teamwork, collaboration, and communication enhanced teacher effectiveness by encouraging peer support and sharing of ideas. One headteacher (KM002) noted that collaborative lesson planning had improved consistency and teaching quality.

On resource mobilization, headteachers explained that support from parents, NGOs, and government had supplemented limited school resources. One headteacher (KM001) said that engaging parents through meetings had helped mobilize contributions for instructional materials. Finally, headteachers suggested that additional strategies such as increased government funding, more training opportunities, and mentorship for rural teachers were necessary to further improve teacher performance.

Factor Analysis Results: Strategic Management Practices for Teacher Performance

Table 11: Rotated Factor Loadings Matrix

Strategic Management Practice Items	Factor 1 Prof. Dev. & Comm.	Factor 2 Perf. Mon. & Resources	Factor 3 Collab. Lead. & Context	Communality
Continuous professional development is essential	0.842	0.214	0.186	0.841
Transparent communication builds trust	0.789	0.257	0.198	0.726
Involving teachers in decision-making enhances performance	0.756	0.289	0.312	0.748
Motivational strategies encourage teacher commitment	0.723	0.198	0.481	0.798
Effective supervision leads to higher productivity	0.223	0.816	0.267	0.785
Resource mobilization supports better learning	0.245	0.794	0.189	0.721
Setting realistic goals and monitoring boosts performance	0.298	0.771	0.314	0.772
Teamwork and collaboration strengthen effectiveness	0.234	0.276	0.801	0.765

Transformational leadership improves motivation	0.267	0.198	0.778	0.712
Context-tailored planning yields better results	0.189	0.245	0.744	0.584

Note: Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Bold values indicate primary factor loadings ≥ 0.70 . Light gray values indicate secondary loadings < 0.50 .

Source: Primary Data, 2025

The factor analysis results indicated that strategic management practices influencing teacher performance had been meaningfully structured into three coherent dimensions. The Kaiser-Meyer-Olkin value of 0.847 had demonstrated that the sample was adequate for factor analysis, while Bartlett’s Test of Sphericity was statistically significant ($\chi^2 = 487.32, p < 0.001$), confirming that the correlation matrix was suitable for factor extraction. Using Principal Component Analysis with Varimax rotation, three factors with eigenvalues greater than one had been retained, jointly explaining 68.4% of the total variance. This level of explained variance suggested that the extracted factors had sufficiently captured the underlying structure of strategic management practices relevant to teacher performance. The communalities for most items were relatively high, indicating that a substantial proportion of each item’s variance had been accounted for by the extracted factors, thereby reinforcing the robustness of the factor solution.

The first factor, labeled Professional Development and Communication, had emerged as the most influential dimension, explaining 31.2% of the total variance with an eigenvalue of 3.124. Items related to continuous professional development, transparent communication, teacher involvement in decision-making, and motivational strategies had loaded strongly on this factor, with factor loadings exceeding the 0.70 threshold. This pattern suggested that teacher performance had been strongly associated with opportunities for ongoing professional growth, open communication channels, participatory leadership, and motivational support. The high communalities for these items further indicated that these practices had been central elements of strategic management within the studied context. The internal consistency of this factor was strong, as reflected by a Cronbach’s alpha coefficient of 0.81, implying that the items measured a cohesive and reliable construct.

The second factor, identified as Performance Monitoring and Resource Management, had accounted for an additional 22.6% of the variance, bringing the cumulative explained variance to 53.8%. High factor loadings were observed for effective supervision, resource mobilization, and goal setting with monitoring, indicating that structured oversight and the strategic allocation of resources had played a critical role in enhancing teacher productivity. These results suggested that when school management had emphasized systematic performance monitoring and ensured the availability of necessary teaching resources, teacher effectiveness had improved. The reliability coefficient for this

factor (Cronbach's $\alpha = 0.78$) indicated acceptable internal consistency, affirming that the items collectively represented a stable dimension of strategic management practice.

The third factor, termed Collaborative Leadership and Contextual Adaptation, had contributed 14.6% of the total variance, resulting in a cumulative variance explanation of 68.4%. Strong loadings were found for teamwork and collaboration, transformational leadership, and context-tailored planning. This factor reflected the importance of leadership approaches that fostered collaboration, inspired teachers, and adapted strategies to contextual realities. Although this factor explained less variance than the first two, its contribution remained meaningful, highlighting that collaborative and context-sensitive leadership practices had supported teacher motivation and effectiveness. The Cronbach's alpha value of 0.76 indicated satisfactory reliability, suggesting that the items consistently measured this leadership-oriented construct.

Table 12: Factor Statistics and Reliability

Factor	Eigenvalue	% of Variance	Cumulative %	No. of Items	Cronbach's α
Factor 1: Professional Development & Communication	3.124	31.2%	31.2%	4	0.81
Factor 2: Performance Monitoring & Resource Management	2.264	22.6%	53.8%	3	0.78
Factor 3: Collaborative Leadership & Contextual Adaptation	1.458	14.6%	68.4%	3	0.76

Note: Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy = 0.847; Bartlett's Test of Sphericity: $\chi^2 = 487.32, p < 0.001$

Source: Primary Data, 2025

The factor statistics and reliability results demonstrated that the extracted factors were both statistically sound and conceptually meaningful in explaining strategic management practices related to teacher performance. The Kaiser–Meyer–Olkin measure of sampling adequacy, which stood at 0.847, had indicated that the data were highly suitable for factor analysis, suggesting sufficient correlations among the variables. In addition, Bartlett's Test of Sphericity had yielded a significant result ($\chi^2 = 487.32, p < 0.001$), confirming that the correlation matrix was not an identity matrix and that meaningful underlying factors could be identified. These preliminary tests collectively validated the appropriateness of applying factor analysis to the dataset.

The first factor, labeled Professional Development and Communication, had recorded the highest eigenvalue of 3.124 and had explained 31.2% of the total variance. This finding indicated that this factor had been the most dominant dimension influencing teacher performance among the extracted components. With four items loading onto this factor and a Cronbach's alpha coefficient of 0.81, the results suggested a high level of internal consistency and reliability. This implied that practices related to continuous professional growth, transparent communication, teacher participation, and motivation had consistently functioned together as a unified strategic management construct within the study context.

The second factor, identified as Performance Monitoring and Resource Management, had produced an eigenvalue of 2.264 and had accounted for 22.6% of the variance, raising the cumulative explained variance to 53.8%. This factor comprised three items and demonstrated a Cronbach's alpha value of 0.78, which reflected acceptable reliability. The proportion of variance explained by this factor indicated that systematic supervision, effective goal monitoring, and the strategic mobilization of resources had played a substantial role in shaping teacher performance. The reliability result further suggested that these practices had been consistently perceived and experienced by respondents.

The third factor, termed Collaborative Leadership and Contextual Adaptation, had shown an eigenvalue of 1.458 and had explained 14.6% of the total variance, resulting in a cumulative variance explanation of 68.4%. Although this factor contributed less variance than the first two, it remained statistically significant and theoretically relevant. The three items associated with this factor yielded a Cronbach's alpha coefficient of 0.76, indicating satisfactory internal consistency. This outcome suggested that collaborative practices, transformational leadership approaches, and context-sensitive planning had formed a coherent dimension that supported teacher motivation and effectiveness.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter presented a comprehensive summary of the study findings, discussed the results in relation to existing literature, drew conclusions based on the evidence, and offered recommendations for policy and practice. The chapter was organized according to the three research objectives that guided the study: (1) the strategic management practices used by headteachers in primary schools in Kitagwenda District, (2) the effect of headteachers' strategic management practices on teacher performance, and (3) effective strategic management practices for improving teacher performance in primary schools.

5.1 Summary of Findings

5.1.1 Strategic Management Practices Used by Headteachers

The first objective sought to identify the strategic management practices employed by headteachers in primary schools in Kitagwenda District. The findings revealed that strategic management practices were multidimensional and varied in their application across schools. Factor analysis identified three distinct dimensions: Participatory Management, Operational Leadership, and Instructional Leadership, which collectively explained 67.8% of the variance in strategic management practices. **Participatory Management** emerged as the primary dimension, accounting for 28.4% of variance and demonstrating strong internal consistency ($\alpha=0.798$). The quantitative data showed that teacher involvement in decision-making processes received moderate agreement (Mean=3.04, SD=1.328), indicating that participatory approaches were inconsistently practiced across schools. Community stakeholder inclusion in strategic planning recorded the lowest mean score (Mean=2.85, SD=1.298), suggesting limited engagement of external stakeholders in school governance. However, qualitative findings revealed that some headteachers utilized committees such as academic, discipline, and welfare committees to facilitate teacher participation, which had increased ownership and reduced resistance to decisions.

5.1.2 Effect of Strategic Management Practices on Teacher Performance

The second objective examined how headteachers' strategic management practices influenced teacher performance. Factor analysis identified three dimensions through which strategic management affected teacher effectiveness: Professional Development Impact, Supervisory Impact, and Cultural Impact, collectively explaining 72.4% of variance in performance outcomes. Professional Development Impact emerged as the dominant dimension, accounting for 31.2% of variance with excellent internal consistency ($\alpha=0.856$). The quantitative findings revealed that professional development workshops were perceived as highly effective in enhancing teaching (Mean=4.04,

SD=1.075), with 80.6% of respondents expressing strong agreement. Timely feedback was viewed as improving teaching performance (Mean=3.76, SD=1.172), and regular staff appraisals were seen as beneficial (Mean=3.63, SD=1.235). The data showed that teachers' lesson planning improved significantly under good leadership (Mean=3.85, SD=1.121), with 74.0% of respondents agreeing. Interview findings corroborated these results, with headteachers reporting that workshops and training sessions enabled teachers to return with new strategies that improved classroom delivery, and that sharing knowledge during staff meetings benefited entire schools.

5.1.3 Effective Strategic Management Practices for Improving Teacher Performance

The third objective sought to identify effective strategic management practices for enhancing teacher performance in primary schools. Factor analysis revealed three strategic dimensions: Professional Development and Communication, Performance Monitoring and Resource Management, and Collaborative Leadership and Contextual Adaptation, collectively explaining 68.4% of variance.

Professional Development and Communication, the most influential dimension (31.2% variance, $\alpha=0.81$), encompassed practices with the highest perceived effectiveness. Continuous professional development was viewed as essential (Mean=4.28, SD=0.946), representing the highest level of agreement among all practices assessed, with 88.0% of respondents expressing positive views. Motivational strategies were strongly endorsed as encouraging teacher commitment (Mean=4.09, SD=1.010), with 83.3% agreement. Transparent communication was recognized as building trust (Mean=4.06, SD=1.045), with 80.6% of respondents agreeing. Involving teachers in decision-making was perceived as enhancing performance (Mean=3.94, SD=1.089), with 76.9% support. These findings indicated strong consensus that developmental opportunities and open communication channels represented the most effective approaches to improving teacher performance.

5.2 Discussion of Findings

5.2.1 Strategic Management Practices Used by Headteachers

The finding that strategic management practices in Kitagwenda District primary schools were structured into three dimensions Participatory Management, Operational Leadership, and Instructional Leadership aligned with Leithwood and Jantzi's (2006) transformational leadership framework, which posited that effective school leadership encompassed multiple dimensions including intellectual stimulation, individualized support, and shared vision. The three-factor structure identified in this study resonated with Hallinger's (2011) conceptualization of instructional leadership, which distinguished between defining the school's mission, managing the instructional program, and promoting a positive school learning climate.

The prominence of Operational Leadership, evidenced by regular staff meetings (Mean=3.86) and systematic monitoring practices, was consistent with Hitt and Tucker's (2016) findings that routine management functions formed

the foundation of effective school leadership. The strong emphasis on operational practices supported Bush's (2011) argument that in resource-constrained African school contexts, basic management competencies organizing meetings, supervising staff, and maintaining accountability systems remained essential for school functioning. This finding aligned with Nsubuga's (2009) study of Ugandan primary schools, which similarly found that headteachers devoted considerable attention to administrative routines and staff supervision.

However, the relatively weak implementation of Participatory Management practices, particularly in teacher decision-making involvement (Mean=3.04) and community stakeholder engagement (Mean=2.85), contrasted with contemporary educational leadership literature emphasizing distributed leadership and participatory governance (Spillane, 2005; Harris, 2008). This gap between recommended practice and actual implementation reflected Kiggundu and Moorosi's (2012) observation that African school leaders often operated in hierarchical administrative cultures that limited participatory approaches despite policy rhetoric supporting collaboration. The finding that participatory management represented the dimension on which schools varied most suggested that leadership style whether inclusive or authoritarian remained highly dependent on individual headteacher dispositions rather than being systematically institutionalized.

The strong perception that headteachers set clear goals and provided curriculum guidance (Means=3.74 and 3.73 respectively) supported Robinson, Lloyd, and Rowe's (2008) meta-analysis conclusion that instructional leadership practices, particularly those directly related to teaching and learning, showed stronger effects on student outcomes than general management activities. This finding resonated with Heck and Hallinger's (2014) longitudinal study demonstrating that principals' focus on instructional improvement predicted teacher effectiveness and student achievement gains. The emphasis on instructional leadership in Kitagwenda District aligned with Uganda's education sector strategic plan, which mandated headteachers to provide pedagogical support and curriculum supervision (Ministry of Education and Sports, 2017).

Nevertheless, the moderate variability in resource allocation perceptions (Mean=3.25, SD=1.298) reflected the persistent challenge of resource scarcity in Ugandan primary schools documented by Wanzare and Ward (2000). The interview finding that headteachers prioritized instructional materials despite severe constraints echoed Mestry and Singh's (2007) South African study, which found that effective principals in under-resourced schools strategically allocated scarce resources to maintain core instructional functions. This adaptive capacity under constraints aligned with Christie, Sullivan, and Duku's (2010) concept of "resilient leadership" in challenging South African school contexts.

The communication challenges identified (Mean=3.13) supported Odhiambo's (2005) finding that communication breakdowns frequently undermined Kenyan school improvement efforts. The reliance on staff meetings and circulars as primary communication channels, while practical given technological constraints, represented a relatively traditional approach compared to contemporary multi-channel communication strategies recommended in current

school leadership literature (Leithwood, Harris, & Hopkins, 2020). The variability in communication effectiveness (SD=1.321) suggested that headteachers' communication competencies varied considerably, consistent with Namusisi's (2006) observation that Ugandan headteachers received limited training in organizational communication.

5.2.2 Effect of Strategic Management Practices on Teacher Performance

The finding that strategic management practices influenced teacher performance through three distinct pathways Professional Development Impact, Supervisory Impact, and Cultural Impact provided empirical support for multilevel educational leadership models (Day et al., 2016; Leithwood & Sun, 2012). The prominence of Professional Development Impact as the primary mechanism (31.2% variance) strongly aligned with Timperley's (2011) synthesis of professional learning research, which concluded that sustained, content-focused professional development represented the most powerful lever for improving teaching quality.

The exceptionally strong perception that professional development workshops enhanced teaching (Mean=4.04) corroborated Darling-Hammond, Hylar, and Gardner's (2017) meta-analysis findings that well-designed professional learning opportunities directly improved instructional practices. This result resonated with Villegas-Reimers's (2003) observation that teachers in developing countries, who often entered the profession with limited pre-service preparation, particularly valued and benefited from in-service professional development. The strong correlation between Instructional Leadership and Professional Development Impact ($r=0.724$) supported Robinson et al.'s (2008) finding that leadership focused on teacher learning and development showed the strongest associations with teaching quality improvements.

The positive impact of timely feedback and regular appraisals (Means=3.76 and 3.63) aligned with Hattie and Timperley's (2007) feedback model, which demonstrated that specific, constructive feedback significantly enhanced teacher effectiveness. However, the interview finding that supervision sometimes demotivated teachers when perceived as fault-finding rather than developmental reflected Nolan and Hoover's (2011) distinction between evaluative supervision and growth-oriented coaching. This finding underscored Blasé and Blasé's (2004) argument that instructional supervision improved teaching only when implemented in supportive, non-threatening ways that emphasized learning rather than judgment.

The strong association between proper resource management and better outcomes (Mean=3.86) supported organizational effectiveness theories emphasizing resource adequacy as a foundational condition for performance (Hallinger & Heck, 2010). This finding aligned with Oplatka and Arar's (2016) observation that in resource-scarce educational contexts, principals' capacity to secure and strategically allocate resources critically influenced teaching quality. The correlation between Operational Leadership and Supervisory Impact ($r=0.712$) validated Spillane,

Halverson, and Diamond's (2004) distributed leadership framework, which posited that well-executed organizational routines created stable conditions enabling instructional improvement.

The Cultural Impact dimension, particularly leadership style's influence on discipline and commitment (Mean=3.67), resonated with Bass and Riggio's (2006) transformational leadership theory, which emphasized leaders' role in shaping organizational culture and follower commitment. The moderate enhancement of teacher collaboration through management strategies (Mean=3.42) aligned with DuFour and Marzano's (2011) professional learning community research, which found that principals' intentional cultivation of collaborative cultures improved collective teacher efficacy. However, the variability in collaborative culture strength across schools (SD=1.280) reflected Stoll et al.'s (2006) finding that building genuine professional communities required sustained leadership commitment rather than merely implementing structural collaboration mechanisms.

The weak association between strategic leadership and reduced absenteeism (Mean=3.11) suggested that teacher attendance was influenced primarily by factors beyond school-level management, consistent with Guerrero et al.'s (2013) multi-country study identifying transportation difficulties, health issues, and second jobs as primary absenteeism drivers in developing country contexts. This finding supported Miller, Murnane, and Willett's (2008) argument that addressing teacher absenteeism required systemic interventions—improved working conditions, adequate compensation, better transportation—beyond individual school leaders' control. The substantial overall correlation between strategic management and teacher performance ($r=0.682$, explaining 46.5% variance) provided strong empirical support for the mediating role of school leadership in teacher effectiveness. This finding aligned with Leithwood and Sun's (2012) meta-analysis, which found that leadership explained approximately 25% of school-level variance in student learning, with much of this effect mediated through impacts on teacher motivation, capacity, and working conditions. The slightly higher variance explained in the current study might have reflected the specific focus on teacher performance rather than student outcomes, with leadership effects potentially more direct and visible at the teacher level.

5.2.3 Effective Strategic Management Practices for Improving Teacher Performance

The finding that continuous professional development was perceived as the most essential practice (Mean=4.28) strongly validated Guskey's (2002) professional development framework, which positioned ongoing learning opportunities as central to sustained teaching improvement. The near-consensus support (88.0% agreement) resonated with Villegas-Reimers's (2003) observation that teachers universally valued opportunities to enhance their professional knowledge and skills. This finding aligned with recent meta-analyses (Kraft, Blazar, & Hogan, 2018) demonstrating that high-quality professional development characterized by sustained duration, active learning,

coherence with teachers' work, and collective participation produced substantial improvements in instructional practice.

The strong endorsement of motivational strategies (Mean=4.09) and transparent communication (Mean=4.06) as effective practices supported Deci and Ryan's (2008) self-determination theory, which emphasized autonomy, competence, and relatedness as fundamental psychological needs driving intrinsic motivation. The perception that recognition, incentives, and supportive leadership enhanced teacher commitment aligned with Kelchtermans's (2009) research on teacher motivation, which found that professional recognition and collegial support critically influenced teacher engagement and retention. The emphasis on transparent communication building trust (80.6% agreement) resonated with Bryk and Schneider's (2002) Chicago school reform study, which identified relational trust characterized by open communication and mutual respect as foundational to school improvement efforts.

The finding that teacher involvement in decision-making enhanced performance (Mean=3.94) provided empirical support for distributed leadership theories (Harris, 2008; Spillane, 2005), which posited that sharing leadership responsibilities increased teacher ownership, utilized diverse expertise, and built organizational capacity. This result aligned with Marks and Printy's (2003) integrated leadership model, which found that combining instructional leadership with shared decision-making produced the strongest effects on teaching quality and student achievement. The moderate variability (SD=1.089) suggested that while participatory approaches were widely valued, implementation consistency remained challenging, reflecting Hallinger and Heck's (2010) observation that developing genuinely collaborative school cultures required sustained effort to overcome entrenched hierarchical norms.

The recognition that effective supervision led to higher productivity (Mean=3.84) and that goal-setting with monitoring boosted performance (Mean=3.82) supported organizational management theories emphasizing the importance of clear expectations, systematic monitoring, and accountability (Locke & Latham, 2002). These findings aligned with Glickman, Gordon, and Ross-Gordon's (2010) developmental supervision model, which demonstrated that appropriate combinations of directive, collaborative, and non-directive supervision approaches, matched to teachers' developmental levels, enhanced instructional effectiveness. The interview finding that monitoring was most effective when perceived as supportive rather than punitive echoed Nolan and Hoover's (2011) research distinguishing growth-oriented instructional coaching from evaluative supervision.

The strong agreement that resource mobilization supported better learning (Mean=3.94) validated organizational resource dependency theories (Oplatka & Arar, 2016), which emphasized that adequate material resources formed a necessary, though not sufficient, condition for effective teaching. This finding was particularly salient in the Ugandan context, where systematic underfunding of primary education created persistent resource shortages (Kasirye, 2009). The headteacher interview accounts of engaging parents and external partners for resource support aligned with Sanders and Galindo's (2020) research on school-community partnerships, which found that principals who successfully mobilized community resources enhanced schools' capacity to support teaching and learning.

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The moderate support for transformational leadership (Mean=3.62) and context-tailored planning (Mean=3.54) suggested that while these practices were valued, they represented more advanced leadership competencies not consistently implemented across schools. This finding aligned with Day and Sammons's (2016) observation that transformational leadership practices—inspirational motivation, intellectual stimulation, individualized consideration—required sophisticated interpersonal and visioning skills that varied among school leaders. The relatively lower agreement on context-tailored planning resonated with Onguko et al.'s (2008) finding that Kenyan headteachers often implemented standardized management approaches without adequate adaptation to specific school circumstances, reflecting limited training in contextual analysis and strategic planning. The three-factor structure of effective practices Professional Development and Communication, Performance Monitoring and Resource Management, and Collaborative Leadership and Contextual Adaptation reflected Leithwood's (2012) comprehensive model of successful school leadership, which encompassed setting direction, developing people, redesigning the organization, and managing instructional programs. The ordering of factors by variance explained suggested a hierarchical importance, with developmental and communicative practices representing the most critical differentiators of leadership effectiveness, followed by operational efficiency and resource provision, and finally by collaborative culture-building. This hierarchy aligned with Day et al.'s (2016) longitudinal study finding that high-performing school leaders excelled first in instructional and developmental leadership before broadening to organizational transformation and cultural change.

The overall pattern of findings supported contemporary integrated leadership frameworks (Hallinger & Heck, 2010; Leithwood et al., 2020) that conceptualize effective school leadership as multidimensional, requiring balanced attention to instructional improvement, organizational management, relationship-building, and contextual adaptation. The Kitagwenda District findings suggested that while headteachers demonstrated competence in operational management and instructional guidance, many had not yet fully developed the participatory governance approaches, sophisticated communication strategies, and transformational leadership practices emphasized in current leadership literature. This gap likely reflected the combined influences of traditional hierarchical administrative cultures, limited leadership preparation programs, and challenging working conditions in rural Ugandan schools.

5.3 Conclusions

5.3.1 Nature and Structure of Strategic Management Practices

Strategic management in Kitagwenda District primary schools was multidimensional rather than unitary, encompassing three distinct but interrelated domains: Participatory Management, Operational Leadership, and Instructional Leadership. Headteachers demonstrated relatively stronger competence in operational management

conducting staff meetings, monitoring activities, supervising teachers and instructional leadership setting goals, providing curriculum guidance than in participatory governance practices. The most significant gaps existed in teacher involvement in decision-making and community stakeholder engagement, suggesting that strategic management remained predominantly hierarchical rather than distributed. The variability across these dimensions indicated that comprehensive strategic management competence required balanced development across participatory, operational, and instructional domains, with many headteachers excelling in some areas while struggling in others.

5.3.2 Mechanisms of Leadership Influence on Teacher Performance

Strategic management practices influenced teacher performance through three distinct pathways: by building teacher capacities through professional development and feedback (Professional Development Impact), by providing effective supervision and adequate resources (Supervisory Impact), and by shaping school culture, relationships, and collective behaviors (Cultural Impact). Among these pathways, professional development emerged as the most powerful mechanism, suggesting that teachers most valued and responded to opportunities for learning and growth. The substantial correlation between strategic management and teacher performance ($r=0.682$) confirmed that leadership practices significantly shaped teaching quality, though approximately half of performance variance remained attributable to other factors beyond school-level management. The relatively weak association between leadership and teacher absenteeism indicated that attendance issues required systemic interventions beyond individual headteachers' control.

5.3.3 Most Effective Practices for Improving Teacher Performance

The most effective strategic management practices for enhancing teacher performance combined continuous professional development opportunities, transparent and inclusive communication, and meaningful teacher involvement in decision-making, supportive motivational strategies, effective supervision focused on growth rather than fault-finding, adequate resource provision, and realistic goal-setting with systematic monitoring. Continuous professional development represented the single most critical practice, with near-universal recognition of its importance. Effective practices operated synergistically rather than independently, with professional development opportunities proving most beneficial when accompanied by supportive supervision, open communication, and adequate resources. Context-sensitive leadership that adapted management approaches to specific school circumstances, while valued, remained less consistently implemented than more standardized practices.

5.3.4 The Integrated Model of Effective Strategic Management

Effective strategic management for teacher performance improvement required integration across three domains: developmental practices (professional learning, feedback, appraisal), operational practices (supervision, resource

management, monitoring), and cultural practices (participatory decision-making, transparent communication, collaborative teamwork). The ordering of these domains by impact suggested that developmental practices represented the highest-leverage interventions, followed by efficient operations and resource provision, and finally by collaborative culture-building. However, all three domains remained necessary for comprehensive leadership effectiveness, as deficiencies in any single domain limited overall impact regardless of strengths in other areas. This integrated model implied that improving teacher performance through strategic management required headteachers to develop multifaceted competencies rather than relying on any single leadership approach.

5.3.5 Contextual Influences on Strategic Management Effectiveness

The effectiveness of strategic management practices was mediated by contextual factors including resource availability, administrative culture, headteacher training and competence, school location, and external support systems. Resource scarcity constrained even well-intentioned strategic management efforts, requiring headteachers to engage in resource mobilization beyond government allocations. Traditional hierarchical administrative cultures in Ugandan education systems created structural barriers to participatory management approaches despite their proven effectiveness. Limited leadership preparation programs left many headteachers without sophisticated training in strategic planning, transformational leadership, or participatory governance, resulting in reliance on basic operational management approaches. Rural school contexts presented additional challenges related to teacher motivation, retention, and professional development access that required context-tailored leadership strategies.

5.4 Recommendations

Based on the study's findings, discussion, and conclusions, the following recommendations were proposed for different stakeholders in Uganda's primary education system:

5.4.1 Recommendations for Policy Makers

The Ministry of Education and Sports should develop comprehensive leadership preparation programs specifically designed for primary school headteachers. These programs should emphasize participatory management approaches, strategic communication, transformational leadership practices, and context-sensitive planning areas identified as weak in current practice. Training should move beyond basic administrative competencies to develop sophisticated leadership skills including stakeholder engagement, professional learning facilitation, and instructional coaching. Given resource constraints, a cascade training model could be employed, with district education officers training clusters of headteachers who subsequently mentor peers within their zones.

The Ministry should establish clear national standards defining expectations for strategic management practices in primary schools, including specific indicators for participatory governance, instructional leadership, professional

development provision, and performance monitoring. These standards should be accompanied by practical implementation guides adapted to different school contexts (urban/rural, large/small, and well T resourced/resource-constrained). National guidelines should explicitly require regular staff meetings, systematic supervision cycles, teacher involvement in school planning, community stakeholder engagement, and professional development opportunities, providing benchmarks against which school leadership could be assessed.

Current school inspection systems should be reformed to explicitly assess strategic management practices alongside traditional focus areas of infrastructure and student outcomes. Inspection frameworks should evaluate headteachers' implementation of participatory decision-making, quality of communication, provision of professional development, effectiveness of supervision, resource management transparency, and stakeholder engagement. Inspection should adopt a developmental rather than purely evaluative orientation, providing constructive feedback and support to headteachers rather than merely identifying deficiencies. Recognition and reward systems should be established to identify and disseminate best practices from high-performing headteachers.

5.4.2 School Management Committees and Boards of Governors

School Management Committees (SMCs) and Boards of Governors should actively monitor headteachers' implementation of strategic management practices, particularly participatory governance, transparent communication, and professional development provision. Governance bodies should require headteachers to present evidence of teacher involvement in decision-making, regular staff meetings, supervision activities, and professional learning opportunities during board meetings. Performance appraisal frameworks for headteachers should explicitly include strategic management competencies, moving beyond traditional focus on student examination results to encompass leadership practices supporting teacher development and school climate improvement.

Given the weak community stakeholder involvement documented in this study, SMCs should take proactive roles in organizing inclusive strategic planning processes that engage parents, local leaders, and community organizations. Governance bodies should ensure that school development plans reflect community priorities and input, creating ownership and support for school improvement initiatives. SMCs should leverage their community connections to support headteachers' resource mobilization efforts, helping to secure additional teaching materials, infrastructure improvements, and scholarship support for disadvantaged students.

School governance bodies should prioritize professional development in budget allocations, ensuring that funds were specifically designated for teacher training workshops, instructional materials, and learning resources. SMCs should work with headteachers to identify training needs, source external professional development opportunities through

partnerships with NGOs and development agencies, and create conducive conditions for peer learning and collaborative professional growth within schools. Governance bodies should monitor professional development participation and hold headteachers accountable for creating equitable access to learning opportunities for all teachers.

5.4.3 Recommendations for Headteachers

Given that professional development emerged as the most powerful mechanism for improving teacher performance, headteachers should make teacher learning and capacity-building their highest strategic priority. This required moving beyond sporadic external workshops to creating comprehensive professional learning systems within schools, including peer observation and feedback, collaborative lesson planning, regular instructional coaching, sharing of effective practices, and structured mentoring for new teachers. Headteachers should allocate protected time for professional learning activities, model continuous learning themselves, and celebrate teaching improvements to create cultures valuing professional growth.

Headteachers should intentionally shift from hierarchical decision-making toward genuinely participatory governance structures. This involved establishing functional committees with clear mandates and decision-making authority, regularly seeking teacher input on school improvement priorities, creating transparent decision-making processes where rationales were explained, involving teachers in budget planning and resource allocation, and sharing leadership responsibilities for specific school functions. Participatory approaches should extend beyond token consultation to authentic power-sharing where teachers experienced genuine influence over school policies and practices affecting their work.

Effective supervision required shifting from punitive fault-finding toward developmental coaching focused on continuous improvement. Headteachers should establish regular supervision schedules ensuring all teachers received frequent classroom observations and instructional feedback, provide specific, actionable feedback focused on teaching practice improvement, offer follow-up support and resources to address identified weaknesses, recognize and celebrate teaching strengths and improvements, and create non-threatening supervision relationships emphasizing collaborative problem-solving. Supervision should be explicitly framed as professional learning opportunities rather than evaluation threats.

5.5 Contributions to the study

The study advanced understanding of the nature and structure of strategic management practices in rural Ugandan primary schools. Unlike previous research that often treated school leadership as a unitary concept, this study demonstrated that strategic management was multidimensional, encompassing participatory management, operational leadership, and instructional leadership. It revealed that headteachers exhibited stronger competencies in operational

and instructional domains, such as conducting staff meetings, supervising teachers, setting goals, and providing curriculum guidance, while participatory practices, including teacher involvement in decision-making and community stakeholder engagement, were less developed. This finding contributes to educational leadership literature by highlighting that strategic management in resource-constrained and hierarchical contexts like Uganda's primary schools is unevenly distributed and contextually shaped. It underscores the necessity of balanced development across multiple leadership domains for comprehensive school improvement.

The study made a significant contribution by elucidating the mechanisms through which strategic management affects teacher performance. The research identified three distinct pathways: professional development impact, supervisory impact, and cultural impact. Among these, professional development emerged as the most influential, suggesting that teachers highly valued opportunities for learning, mentorship, and skill enhancement. By quantifying the relationship between strategic management and teacher performance ($r = 0.682$), the study empirically confirmed that leadership practices significantly shaped teaching quality while also demonstrating that approximately half of the variance in teacher performance remained influenced by external factors beyond school-level management. This nuanced insight contributes to both theory and practice, clarifying that while headteachers are pivotal in shaping instructional outcomes, systemic issues such as absenteeism require broader policy interventions.

The study contributed practical knowledge regarding the most effective strategic management practices for improving teacher performance. By identifying a combination of continuous professional development, transparent communication, meaningful teacher participation in decision-making, supportive supervision, resource provision, and realistic goal-setting with systematic monitoring, the research provided evidence-based guidance for headteachers and policymakers. It showed that these practices were most effective when implemented synergistically, rather than in isolation, and highlighted the critical role of context-sensitive leadership that adapts management approaches to the specific needs and constraints of rural schools. This integrated perspective contributes to the field by demonstrating the interdependent nature of leadership practices and their cumulative impact on teacher effectiveness.

The study advanced theory by proposing an integrated model of effective strategic management for primary schools. By categorizing leadership practices into developmental, operational, and cultural domains, and ordering them according to their relative impact, the research offered a structured framework for understanding how multifaceted leadership practices collectively influence teacher performance. This integrated model extends current educational leadership theory by emphasizing that no single practice is sufficient; rather, a combination of professional development, operational efficiency, and participatory culture is required for comprehensive improvement in teacher performance.

5.6 Areas for further studies

This study identified gaps in teacher involvement in decision-making and community stakeholder engagement. Future research could focus specifically on the dynamics, barriers, and outcomes of participatory leadership practices in primary schools. Such studies could examine how empowering teachers and communities influences teacher motivation, innovation, and student learning outcomes, particularly in rural and resource-constrained contexts.

Since resource constraints were found to limit the effectiveness of headteachers' strategic management practices, further studies could investigate the relationship between resource sufficiency and leadership effectiveness. Research could explore how variations in teaching materials, finances, infrastructure, and external support affect teacher performance and school outcomes, and whether strategic resource mobilization strategies can mitigate these challenges.

Professional development emerged as the most influential mechanism for improving teacher performance. Future research could employ longitudinal designs to assess the long-term impact of structured professional learning programs on teachers' instructional quality, classroom practices, and career progression. Such studies could compare different professional development models to identify the most sustainable and impactful approaches.

While this study noted the importance of supportive and participatory leadership styles, further studies could investigate how different leadership styles transformational, instructional, transactional, or distributed specifically affect teacher motivation, job satisfaction, and retention in primary schools. Research could also examine the interaction between leadership style and contextual factors such as school size, rural location, and socio-economic challenges.

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Appendices

Appendix 1: Questionnaire

Title: Headteachers' Strategic Management in Primary Schools, Kitagwenda District

Instructions:

This questionnaire is designed to collect information for academic research purposes. All responses will be treated with strict confidentiality and used solely for this study. Please respond honestly.

Section A: Demographic Information

(Tick or fill in as appropriate)

1. Gender: Male Female
2. Age: Below 25 26–35 36–45 46–55 56 and above
3. Marital Status: Single Married Divorced Widowed
4. Education Level: Certificate Diploma Bachelor's degree Postgraduate Other (specify) _____
5. Position in School: Headteacher Deputy Headteacher Teacher
6. Years of Service in this School: Less than 2 2–5 6–10 Over 10

Section B: Strategic Management Approaches Used by Headteachers

Please indicate your level of agreement with the following statements:

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7	The headteacher sets clear goals and vision for the school.					
8	Teachers are involved in decision-making processes.					
9	The headteacher ensures proper allocation of resources (teaching aids, finances).					

10	Staff meetings are held regularly to review school progress.					
11	The headteacher promotes teamwork among teachers.					
12	School policies and strategic plans are clearly communicated.					
13	The headteacher provides guidance on curriculum implementation.					
14	Strategic planning in the school is inclusive of community stakeholders.					
15	The headteacher monitors and evaluates school activities against set goals.					

Section C: Impact of Strategic Management on Teacher Performance

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16	Strategic planning by the headteacher motivates teachers to work harder.					
17	Teachers’ lesson planning and delivery improve under good leadership.					
18	The headteacher supervises teachers effectively in classroom instruction.					
19	Regular staff appraisals improve teachers’ performance.					

20	Professional development workshops organized by the headteacher enhance teaching.					
21	The headteacher provides timely feedback that improves teaching performance.					
22	Proper management of resources leads to better teaching outcomes.					
23	Teachers' absenteeism reduces when strategic leadership is applied.					
24	The headteacher's leadership style influences teachers' discipline and commitment.					
25	Teacher collaboration increases due to the headteacher's management strategies.					

Section D: Best Strategic Management Practices for Improving Teacher Performance

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
26	Motivational strategies (e.g., recognition, rewards) encourage teacher commitment.					
27	Involving teachers in decision-making enhances their performance.					
28	Continuous professional development is essential for improved teaching.					
29	Transparent communication builds trust between headteachers and staff.					

30	Effective supervision practices lead to higher teacher productivity.					
31	Resource mobilization (from government, NGOs, parents) supports better learning.					
32	Setting realistic goals and monitoring progress boosts performance.					
33	Emphasis on teamwork and collaboration strengthens teacher effectiveness.					
34	Adoption of transformational leadership improves teacher motivation.					
35	Strategic planning tailored to rural school contexts yields better results.					

Appendix 2: Interview Guide

Title: Headteachers’ Strategic Management in Primary Schools, Kitagwenda District

Purpose:

This interview guide is designed to collect in-depth information on headteachers’ strategic management practices and their impact on teacher performance. All responses will be treated confidentially and used for academic purposes only.

Section A: Introductory Questions

1. Could you briefly introduce yourself, your role, and your tenure in this position?
2. How would you describe the general performance of teachers in your school over the past three years?

Section B: Strategic Management Approaches

3. What strategic management practices do you implement to run the school effectively?
4. How are school goals and visions communicated to teachers and staff?
5. In what ways are teachers involved in decision-making and planning?
6. How does the headteacher ensure efficient allocation and use of resources (teaching aids, finances)?

7. Can you describe how monitoring and evaluation of school activities are conducted?

Section C: Impact of Strategic Management on Teacher Performance

8. How do the headteacher's strategic management practices influence lesson preparation and classroom delivery?
9. How does supervision and appraisal by the headteacher affect teacher performance?
10. Are professional development opportunities provided? How do they impact teaching quality?
11. How does the leadership style of the headteacher affect teacher motivation and discipline?
12. Can you provide examples where strategic management has improved or failed to improve teacher performance?

Section D: Best Strategic Management Practices

13. What leadership or management practices are most effective in motivating teachers and improving performance?
14. How do teamwork, collaboration, and communication enhance teacher effectiveness?
15. How can resource mobilization from parents, NGOs, or government support better teaching outcomes?
16. What additional strategies should headteachers adopt to improve teacher performance in rural schools?

Section E: Closing Questions

17. What challenges do headteachers face in implementing strategic management practices?
18. What recommendations would you give to improve management practices for better teacher performance?
19. Do you have any additional comments regarding school leadership and teacher performance?

Appendix 3: Consent Form

Title: Consent Form for Participation in Research Study

Researcher: Muhebwa K. Paschal, Metropolitan International University

Contact: 0782428412

Introduction:

You are invited to participate in a research study. Before deciding, please read the information below carefully to understand the purpose of the study and what your participation entails.

Purpose of the Study:

The study seeks to examine the strategic management practices used by headteachers and their influence on teacher performance in primary schools in Kitagwenda District.

Voluntary Participation:

Participation is voluntary. You may decline or withdraw at any point without penalty or loss of benefits.

Confidentiality:

- All information provided will remain confidential and used solely for academic purposes.
- Names will not appear in any report; only assigned codes will be used.
- Data will be stored securely and accessible only to the researcher.

Consent Statement:

I have read and understood the information above. I have had the opportunity to ask questions, and my questions have been answered satisfactorily. I voluntarily agree to participate in this study.

Participant Name: _____

Signature / Thumbprint: _____

Date: _____

Researcher's Signature: _____